

Business Education Forum

FEBRUARY, 1957

VOL. XI, NO. 5

In This Issue

- NEWS OF UBEA AND THE AFFILIATED ASSOCIATIONS
- GENERAL CLERICAL
- SHORTHAND • OFFICE STANDARDS
- TYPEWRITING • BASIC BUSINESS
- BOOKKEEPING • DISTRIBUTIVE OCCUPATIONS
- THE FUTURE BUSINESS LEADER

ADDING MACHINE TOUCH-TEACHING MADE EASY

An important new contribution in office practice teaching aids. Reserve your complimentary copy of forthcoming new

TEN-KEY INSTRUCTION MANUAL

By Earl G. Nicks, Ed. D., and Robert J. Ruegg, M. B. A.

- Complete lesson plans for 2½ up to 10 class periods of machine practice.
- Complete answer sheets available in quantity at reasonable cost, without re-ordering of manuals.
- Ten lessons cover Underwood manual and electric Adding-Figuring Machines and Printing Calculators.

Here is a basic new approach that provides true flexibility, giving practical help to both teacher and student. To reserve a complimentary copy without obligation, simply drop us a line, giving name of school where you teach. Dr. Earl G. Nicks, Manager, Business Education Division, Underwood Corporation, Dept. U, One Park Avenue, New York 16, New York.



Truly new Multi-Flex Control on Underwood Sundstrand Adding-Figuring Machine gives faster, easier, quieter figurework ... makes it easier to multiply.

Between Us Teachers



by Earl G. Nicks, Ed. D.

"The wide demand for touch skill on ten-key adding and computing machines offers the business teacher another opportunity to serve the needs of business. We in the Business Education Division have sought to help you meet this demand in two ways:

First, by providing the new Underwood ten-key teaching aid offered here, which is truly adaptable to the wide variances in class time encountered under today's school conditions; and

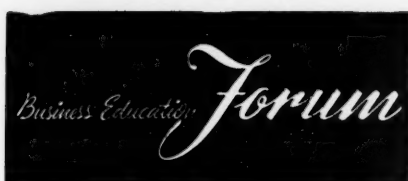
Second, by providing a new manual on 'Methods of Planning for Office Practice' which will help both teachers and administrators in the logical development of courses, in planned acquisition of equipment, and in making the most effective use of machines and time available. Part III of the booklet entitled 'Tips for Office Practice Teachers', contains general suggestions we also hope will be of help to you.

The unusual feature of our new Ten-Key Instruction Manual is that the student practices on all arithmetic functions in the first 2½ periods of instruction. This cycle is repeated several times throughout the manual; each cycle providing new problems in addition to review. The daily assignments and examinations are so arranged that instruction can be terminated any time after the first 2½ class sessions—without extra effort on the part of the teacher, and without 'short changing' the student.

We invite your comments and suggestions after you have used these new teaching aids."

underwood ➤

The master-touch in business machines



EDITORIAL STAFF

Shorthand GEORGE WAGONER, LUCY ROBINSON
 Typewriting L. W. ERICKSON, D. L. CARMICHAEL
 Bookkeeping JOHN BINNION, WILLIAM SELDEN
 Office Standards VERN A. FRISCH, A. J. KALBAUGH
 Clerical WAYNE HOUSE, GERALD PORTER
 Basic Business GLADYS BAHR, MEARL R. GUTHRIE
 Distributive PETER HAINES, WARREN G. MEYER

PUBLICATIONS COMMITTEE: Theodore Woodward (chairman), George Peabody College for Teachers, Nashville, Tennessee; Dorothy Veon, The Pennsylvania State University, University Park; and Ray G. Price, University of Minnesota, Minneapolis.

Executive Editor
 HOLLIS GUY

Production Manager KATHARINE CHRISTIE
 Editorial Assistant GENE GRAVES
 Circulation FLORENCE THOMPSON

EDITORIAL AND EXECUTIVE OFFICES

NEA Educational Center, 1201 16th St., N.W.,
 Washington 6, D. C.

NATIONAL COUNCIL FOR BUSINESS EDUCATION

President THEODORE YERIAN
 Corvallis, Oregon
 Vice President DOROTHY L. TRAVIS
 Grand Forks, North Dakota
 Executive Director HOLLIS GUY
 Washington, D. C.
 Treasurer MILTON C. OLSON
 Albany, New York
 Past President E. C. MCGILL
 Emporia, Kansas
 NABTTI President LEWIS R. TOLL
 Normal, Illinois
 NABTTI Past-President HARRY HUFFMAN
 Blacksburg, Virginia
 Research President ERWIN M. KEITHLEY
 Los Angeles, California
 Administrators President PARKER LILES
 Atlanta, Georgia
 ISBE President DOROTHY VEON
 University Park, Pennsylvania
 SBEA President HARRY HUFFMAN
 Blacksburg, Virginia
 WBEA President JESSE R. BLACK
 Provo, Utah
 MPBEA President DOROTHY TRAVIS
 Grand Forks, North Dakota
 CRUBEA Chairman MEARL R. GUTHRIE
 Bowling Green, Ohio
 ERUBEA Chairman LEWIS D. BOYNTON
 New Britain, Connecticut

Representatives of UBEA Regions

EASTERN

LEWIS D. BOYNTON, New Britain, Connecticut
 FRANCES DOUB NORTH, Baltimore, Maryland
 LOUIS C. NANASSY, Montclair, New Jersey

SOUTHERN

VERNON A. MUSSELMAN, Lexington, Kentucky
 FRANK M. HERNDON, Columbus, Mississippi
 LUCILLE BRANSCOMB, Jacksonville, Alabama

CENTRAL

MEARL R. GUTHRIE, Bowling Green, Ohio
 LEWIS TOLL, Normal, Illinois
 E. L. MARIETTA, East Lansing, Michigan

MOUNTAIN-PLAINS

DOROTHY H. HAZEL, Lincoln, Nebraska
 KENNETH J. HANSEN, Greeley, Colorado
 VERNON PAYNE, Denton, Texas

WESTERN

ALBERT C. FRIES, Chico, California
 S. JOSEPH DEBRUM, San Francisco, California
 VERNER L. DOTSON, Seattle, Washington

CONTENTS

FEBRUARY 1957

Volume XI, No. 5

THE OFFICE CLERICAL FORUM

Featuring:

An Effective Clerical Training Program (Editorial)— <i>F. Wayne House</i>	6
Clerical Practice Is a Terminal Course— <i>Elizabeth J. Seuffer</i>	9
General Business: A Requisite for Clerical Training— <i>S. Joseph DeBrum</i>	11
Office Machines—A Vital Phase in Clerical Training— <i>Charlotte Gruber</i>	12
Business Arithmetic: A Key to Clerical Efficiency— <i>Harry Huffman</i>	15
Bookkeeping: A Key to Success in Clerical Work— <i>John E. Binnion</i>	17
The Importance of Typewriting in the Training of Clerical Workers— <i>T. James Crawford</i>	19

UNITED SERVICES FORUM

Shorthand: Teaching, Testing, and Evaluating the Speed Building Letter with Pupil Participation— <i>Evelyn S. Gullledge</i>	23
Typewriting: New Developments in Business Correspondence of Special Interest to Typewriting Teachers— <i>John L. Rowe</i>	25
Bookkeeping: Utilizing Work Sheets in the Bookkeeping Class— <i>Doris Stoneburner</i>	27
Basic Business: Why I Like Teaching General Business— <i>Marian C. Smith</i>	28
Distributive Occupations: Distribution Is Everybody's Business— <i>Oswald M. Hager</i>	29
Office Standards and Cooperation with Business: Use of Job Instruction Sheet Aids in Developing Vocational Competence— <i>Ora Searle</i>	31

THE UBEA FORUM

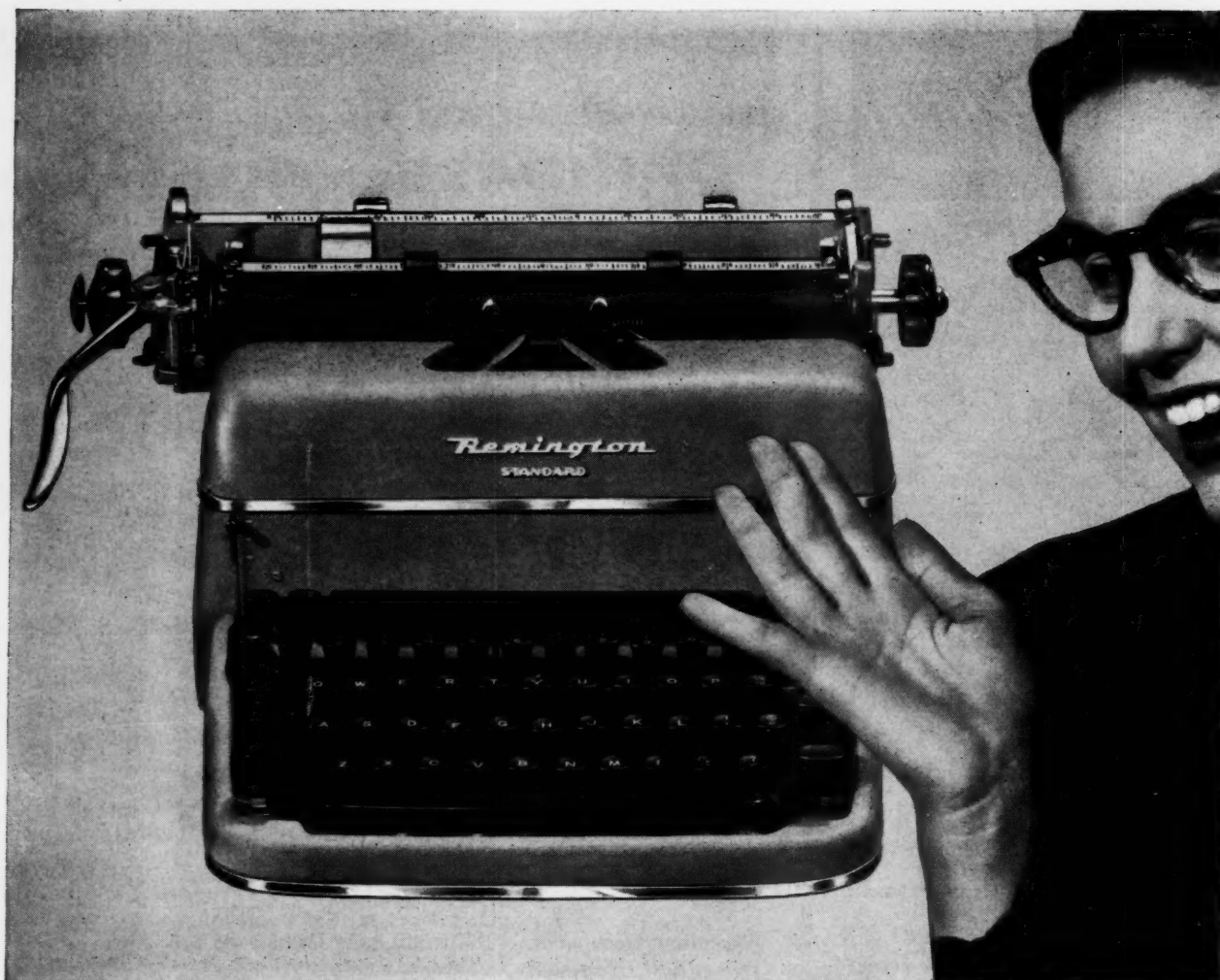
UBEA in Action	33
Affiliated, Cooperating, and UBEA Regional Associations	35
The Future Business Leader	41



The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

A Volume Index to the FORUM is published annually for member-subscribers. The contents are indexed in Business Education Index and in the Educational Index. The UBEA does not assume responsibility for the points of view or opinions of the contributors to BUSINESS EDUCATION FORUM unless such statements have been established by a resolution of the Association.

BUSINESS EDUCATION FORUM is published monthly except June, July, August, and September by the United Business Education Association, a Department of the National Education Association of the United States (also publisher of THE NATIONAL BUSINESS EDUCATION QUARTERLY). Executive, editorial, and advertising headquarters, 1201 Sixteenth Street, N. W., Washington 6, D. C. Membership in the Association is \$5 a year, \$3.50 of which is for a year's subscription to the FORUM and 50 cents is for membership privileges in unified regional associations. Five dollars a year to institutions and non-members. Single copy \$1. Checks should be drawn payable to United Business Education Association and mailed to the UBEA Executive Director, Hollis Guy, 1201 Sixteenth Street, N.W., Washington 6, D. C. Four weeks' notice is required for a change of address. In ordering a change, please give both new and old address as printed on the wrapper. Entered as second-class matter March 27, 1947, at the post office at Washington, D. C., under the Act of March 3, 1879. Additional second-class entry at Baltimore, Maryland.



the beautiful new REMINGTON STANDARD®

with margins so simple...you teach them only once!

What do teachers want most in a *manual* typewriter? We went into the schools to find out. And, much of what we found out has gone into this new REMINGTON STANDARD. Eminently suited to the classroom, this superb typewriter's many *exclusive* features simplify the teaching of typing... help students make progress more quickly than with ordinary manual typewriters. Write for free *Manual-Electric Posture chart (R8804)*, Room 1286, Remington Rand, 315 Fourth Avenue, New York 10, N. Y.

Remington Rand
DIVISION OF SPERRY RAND CORPORATION

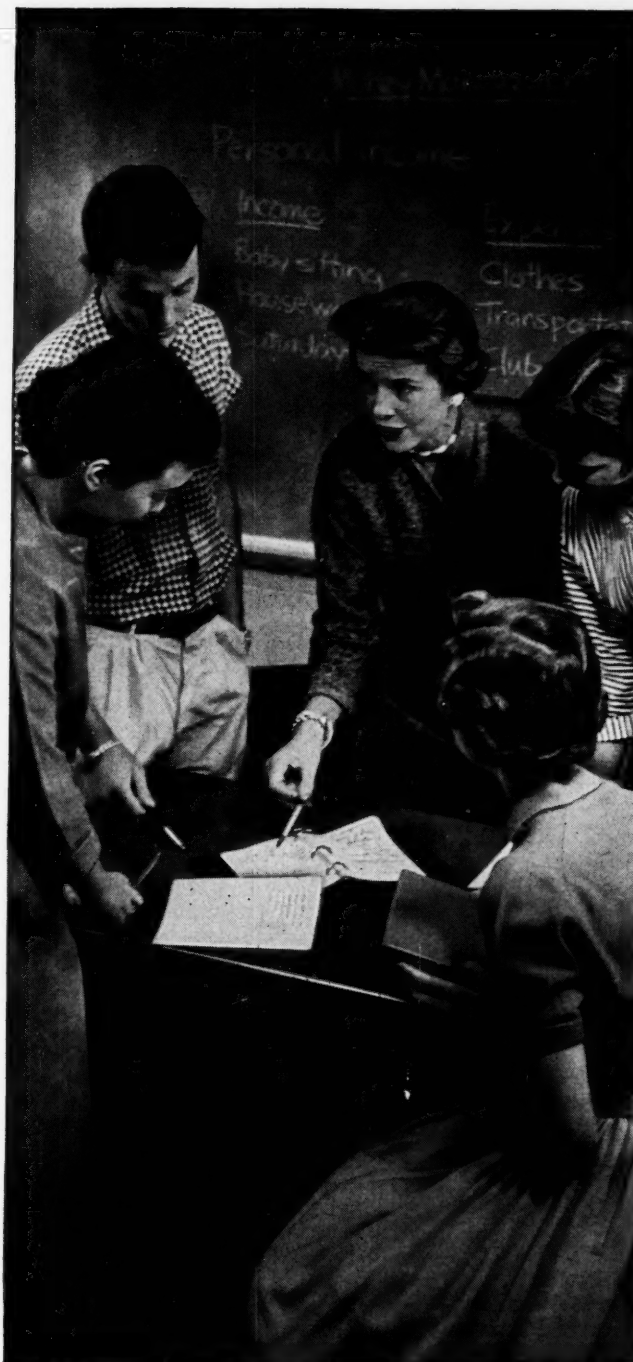
HOW TO INTEGRATE MONEY MANAGEMENT INTO YOUR TEACHING

Any student activity in which money is involved offers an opportunity for training in money management. By helping your students work out a spending plan for clothes, club dues, party refreshments, and other expenses, you are preparing them for the wise handling of the money they are or will soon be earning.

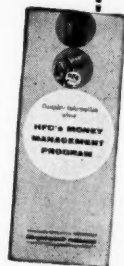
The integration is easier when you have materials that deal with the problems of planning and spending income in specific, everyday terms. A wealth of such material is described in the new folder published by the Money Management Institute of Household Finance Corporation.

Twelve booklets are listed, each dealing with subjects like "Your Clothing Dollar," "Your Equipment Dollar," "Your Food Dollar" and "Money Management for Young Moderns." Also included is information about five filmstrip lectures which provide dramatic classroom demonstrations of sound money management in action.

The coupon on this page will bring you, by return mail, a copy of the program folder and a complimentary copy of one of the booklets.



*These booklets and filmstrips
are made available to teachers
as part of this company's broad program
to provide expert financial guidance
for American families*



MONEY MANAGEMENT INSTITUTE
OF
HOUSEHOLD FINANCE
Corporation

MONEY MANAGEMENT INSTITUTE
OF
HOUSEHOLD FINANCE CORPORATION, DEPT. BE 2-57
PRUDENTIAL PLAZA, CHICAGO 1, ILLINOIS

Please send me _____ free copies of your new Money Management Program folder which describes booklets and filmstrips available to teachers, and a copy of "Money Management for Young Moderns."

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

SCHOOL OR ORGANIZATION _____



An Effective

Clerical Training Program

In This Issue

► This is the tenth special issue of the FORUM that features office clerical. Again, the editor of the Feature Section (pages 9-22) has assembled a fine group of articles based on the theme, "An Effective Clerical Training Program."

► A good teacher searches for new ideas. The Services Section (pages 23-32) of this issue presents a group of articles on a variety of topics. You will find some interesting ideas to present to your students from the contributions in this section.

► The next four months provide many opportunities for professional growth through participation in conventions and conferences. The In-Action Section (pages 33-40) of this issue includes reports and announcements of important meetings sponsored by the UBEA, the UBEA unified regional associations, and the UBEA affiliated state associations.

Mark your calendar now for the big Centennial Celebration for Business Education. The dates to mark are June 17 to 22. Also include in your planning, the tour to Mexico described on page 34 in this issue. Three hours of college credit at the graduate level will be available to teachers who desire to incorporate class assignments with the Centennial Celebration in Dallas and the tour to Mexico.

► Do you sponsor a chapter of FBLA in your school? If not, the information on page 41 is for you. Clip 'n Mail the coupon on the wrapper of this issue for additional information and the charter application.

Editor: General Clerical Forum
Section
F. WAYNE HOUSE
University of Nebraska
Lincoln, Nebraska

AN EFFORT has been made in this issue to point out the contribution that can be made in a clerical training program by some of the business courses that are often offered in the high school. It should be noted that shorthand and secretarial practice courses have intentionally not been discussed since their contribution is primarily in the area of stenographic training.

Most of us would agree that a course in typewriting followed by a course in clerical practice, or office practice, is hardly sufficient to train effectively clerical workers. Instruction in bookkeeping, office machines, general business, and business arithmetic is also highly important if we are to recommend our high school graduates as well prepared clerical workers.

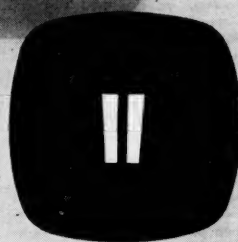
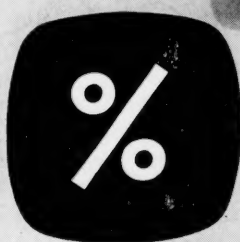
It has been found that there are more opportunities for high school graduates for initial employment in clerical work than in any other area of business. Clerical work in business today commands a salary comparable to other areas of initial employment. The clerical worker holds an important as well as a responsible position in the office.

Clerical workers are expected to perform many duties. Some of these duties are very simple although many of them are complex. Certain skills and understandings are fundamental to practically all clerical jobs: typewriting, bookkeeping or recordkeeping, arithmetic computations, use of office machines, filing, filling in forms, use of the telephone, sorting, collating, handling mail, human relations, and so forth.

Personality development and an understanding of human relations is a phase of clerical training that cannot be overemphasized. A clerical worker must know the importance of good health, a pleasant disposition, and a neat appearance. He must also know the importance of being able to work cooperatively with others. He must have a sense of responsibility and take pride in a job well done.

Businessmen want workers who are intelligent and alert. They want workers who can spell, proofread, and use good English. In prospective clerical employees, they want workers who have had training in the knowledges and skills that are basic to all clerical jobs.—F. WAYNE HOUSE, *Issue Editor*.

A *Switch* TO IBM ELECTRICS IS THE RIGHT MOVE TO MAKE!



What per cent of class time is now spent on complicated stroking and carriage drills? With the IBM you can simplify them and gain valuable time for over-all typing techniques . . . to turn students into competent typists faster than ever before!

There's no doubt about IBM typewriter performance! The IBM is the world's most dependable electric because it's the world's simplest—in design and operation. You can rely on the IBM to keep your typing classes on schedule.

In actual dollars and cents, the per-student cost of a switch to IBM Electrics is surprisingly low. Ask your IBM representative to show you the figures—based on the longer, better IBM performance, and the value the IBM retains through the years.

You'll be following the example of up-to-date offices and schools when you go IBM—because IBM is America's favorite electric typewriter by far. Your students will be most likely to use the IBM in future jobs—why not teach them with it now.

IBM

**ELECTRIC
TYPEWRITERS**

—OUTSELL ALL OTHER ELECTRICS COMBINED!

Smead's FILE IT RIGHT TRADE MARK SYSTEM

A SUBJECT FILING SYSTEM FOR

Schools
and
Colleges

Smead's "File-It-Right" System has been built to incorporate the desirable needs for a school and college filing system as recommended by the National Association of Educational Secretaries, a department of the National Education Association.

SMEAD'S FILE-IT-RIGHT SYSTEM CONTAINS:

A. PRIMARY CLASSIFICATION, 1ST POSITION.

1. 29 Primary Classification Guides of .025 pressboard with grey angle metal tabs, complete with printed inserts and blue celluloid window facings. (Smead's No. 1132-1)

B. SECONDARY CLASSIFICATION, 2ND POSITION.

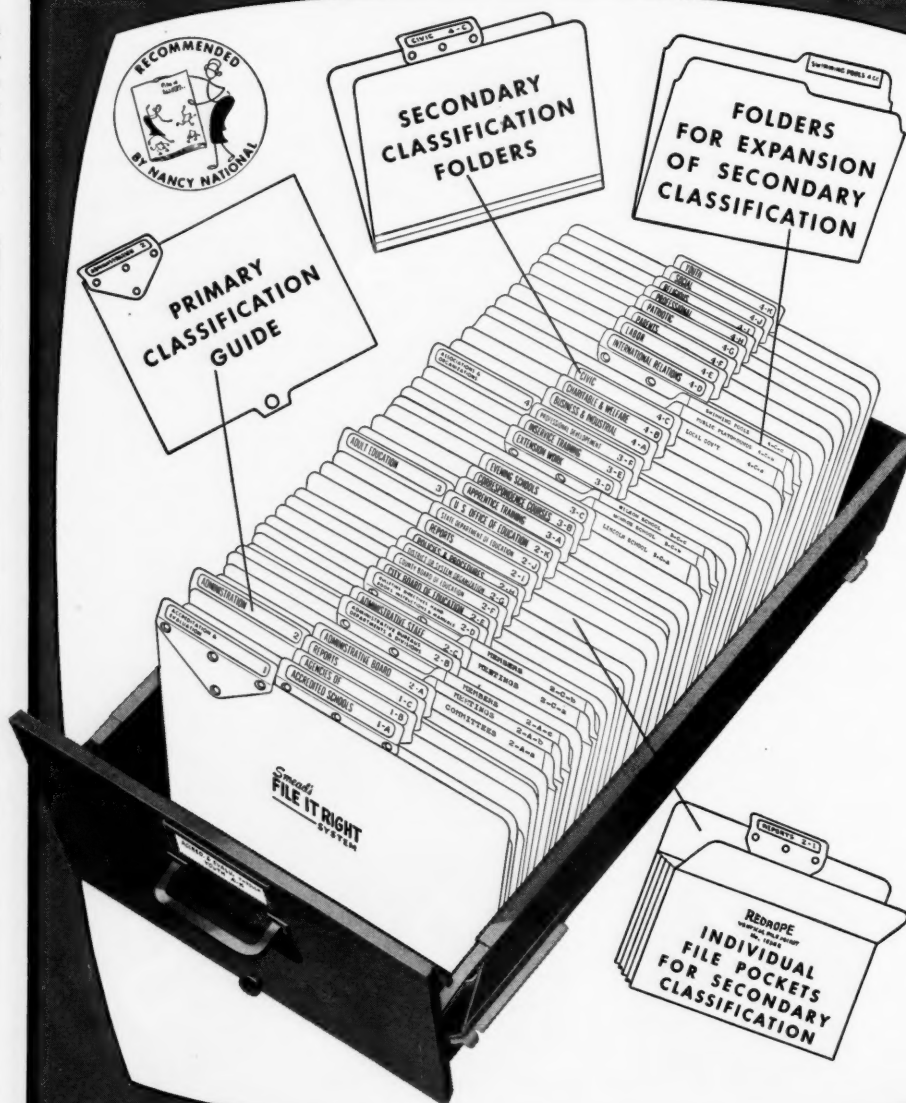
1. 100 tan .018 Smeadcraft Folders with angle metal tabs. (Smead's No. P. C. 1912-5 center position).
2. 12 Individual File Pockets with grey angle metal tabs, 1 3/4 in. expansion. (Smead's No. 1514 CMT-2)
3. 12 Individual File Pockets with grey angle metal tabs, 3 1/2 in. expansion. (Smead's No. 1524 EMT-2)
4. Printed Inserts and orange transparent celluloid window facings for a possible 140 Folders and File Pockets.

C. EXPANSION OF SECONDARY CLASSIFICATION, 3RD POSITION.

1. 100 Manilla fibre Vertical File Folders, 3/5 cut, right position. (Smead's No. 2-1170 1/2)
 - A. One box of Spi-Roll Labels, containing one roll each of the following colors: Blue, Cherry, Goldenrod, Green and White.

D. 25 OUT GUIDES. (SMEAD'S 125 O.G.)

- A. A MANUAL, "FILE-IT-RIGHT." This book was prepared by the National Association of Educational Secretaries and contains full instructions for setting up and using Smead's "File-It-Right" System.



The installation and operation of Smead's File-It-Right System for schools is simple and logical and can be done by the school secretary.

THE

Smead MANUFACTURING CO.,
HASTINGS, MINN. LOGAN, OHIO

COPYRIGHT 1956

ASK TO SEE IT AT YOUR SCHOOL SUPPLY HOUSE OR STATIONER

THE *Forum*

Clerical Practice Is a Terminal Course

Students should be taught to evaluate their own work in the light of office standards and to assume a personal responsibility for work done according to these standards.

By ELIZABETH J. SEUFER
Milby High School
Houston, Texas

ALL OF US have laughed at the stories about Jane, who circled the errors on the first letter she typed on her initial job, or about Mary, who typed a report on both sides of the paper without a carbon copy. Then there is Sally, the beginning file clerk, who had a full filing drawer devoted to the J's. In Sally's absence, the employer attempted to find something himself. He was informed that there was so much correspondence which could not be identified that it was simply filed under J for "Junk." Yes, we laugh at the stories; yet how often do these things really happen. Teachers who make it a practice to follow the progress of their graduates often hear the complaint of employers: "You teach your students how to do, but you don't teach them how to think."

Yes, all too often we do not make our terminal courses realistic. How nearly do they approximate the office situation? Do we help our students too much? Do we require work from them evaluated on the basis of office standards? Do we, on the other hand, allow our students the freedom that they will find in the office?

It is with these thoughts in mind that a good clerical practice course should be set up with the following primary objectives: (1) to teach students to think for themselves, to make independent decisions and to carry them out by self-devised means (which at the beginning of the course might seem exasperatingly time-consuming and inefficient to the teacher, but which with patient and careful guidance on the part of the teacher will become remarkably refined as the work of the course progresses); (2) to teach students to evaluate their own work in the light of office standards and to assume a personal responsibility for work done according to these standards; (3) to acquaint the students with a basic knowledge of the standard filing system, with the rotary and key-driven calculators, with transcribing machines, electric typewriters and duplicating devices. The equipment listed here is considered basic to office clerical practice courses; however, excellent programs can be devised with existing equipment or no equipment at all. Rash as it may sound, you can teach clerical practice without any equipment except typewriters. Objectives 1 and 2 are far more important than objective 3. Certainly, the student who has met *all* the objectives would be excellent material for the office; but given a choice,

any employer would prefer to hire a student who could work independently and who could be depended upon to turn out usable work on the first trial.

Let us consider some means by which we could set the stage in the typical classroom to achieve the three objectives.

No course can be so well planned and so effective that it becomes static. Through trial and error method and through graduate student suggestions, changes can be made in any program each semester and must continue to be made if the program is to be current and if it is to meet the needs of an ever-changing student population and an ever-changing demand from business and industry. Yet there are certain techniques which, once tested and found to produce results, become fundamental and basic to a changing program.

Here are some of the techniques that have been found to be very effective means of developing in students an ability to act independently of the teacher in office situations.

CLASSROOM CLIMATE. Arrange your classroom to resemble as nearly as possible a small office. Separate your work stations so that the students learn to identify each area with the work of a specific department. In this way, all like equipment can be kept together and instruction in small groups is possible. Do away, if possible, with school desks (nothing reminds a student that he is in school more readily than a tablet arm chair) and replace with tables for those departments which do not use typewriters, such as filing and calculating (if machines are available), and individual typewriter tables for such departments as machine transcription, statistical typewriting, and the like. Reserve a large work space near the supply area for the duplicating department where the mimeograph, liquid duplicator, the light table, a work table for layout design and collating, and two or three typewriters will be located. Even though some of this equipment might not be available in the classroom, the duplicating department need not be neglected—in the smaller schools, duplicating equipment is available for office and teachers' use and arrangements may be made to use it for instructional purposes.

The efficient and pleasant atmosphere of an office is immediately reflected in its outward physical appear-

"... the quantity of work completed should be of primary importance in determining the student's grade."

ance—the same applies to the business classroom. The room should be clean and orderly (the students should share in the responsibility of keeping the room and equipment clean and neat). A few potted plants or ivy in colorful containers add much to the attractiveness of the room. The bulletin boards should be attractive, colorful, and meaningful. The room should be well lighted, both naturally and artificially. There should be a filing cabinet for student use in which instructional material and individual file folders are kept. Each student should have a work-completed folder and a work-in-process folder. The instructor's desk and filing cabinet should be as unobtrusive, yet accessible, as possible.

THE STATUS OF THE TEACHER. In the clerical practice room the teacher should cease to be the teacher and become the supervisor, just as the students should cease to be students and become employees—the sooner you and your students identify yourselves, the better. Only the orientation lessons and the introductory teacher demonstrations should be handled with the class-whole technique. The balance of the instruction in a course of this nature should be done in small working groups and individually, when necessary. After the first two or three rotations, the faster students can always be relied upon to leave their work stations for short periods to help instruct in departments with which they are familiar while the supervisor is instructing in another—certainly here is an opportunity to develop self-reliance and initiative. Soon you will find some of these students eager and anxious to take a minute of their very valuable time to give a hand to a slower classmate. In this way you will develop a rapport with your students unattainable in a conventional classroom situation, and your students learn by way of practical application that the successful office worker must, in addition to his own duties, help others when necessary.

ATTENDANCE. From the beginning of the course, the importance of prompt and steady attendance on the job cannot be stressed too strongly. In fact, part of the student's grade should be based on his attendance record during each marking period. At the entrance of the room, a space should be reserved for the "checking in" station. Here locate in pockets (made from pieces of file folders cut 3" wide and scotch-taped together in long strips) a time card for each student. When the student arrives for class, he turns his card face to the wall, which indicates that he is present. The time clerk ascertains immediately those who are absent. The time clerk marks the date of absence on the cards not turned over and makes in duplicate the necessary attendance forms required by the office. The carbon copies are kept in a library pocket pasted in the front of the supervisor's record file for each class. The time clerk then

turns all the cards for the class face out ready for the next day. It is helpful to duplicate these time cards in different colors (an excellent duplication demonstration) for different classes. If a student is tardy or if he needs to leave the room for an extended period due to illness, being called to the office, and so forth, he immediately checks with the time clerk so that the clerk knows at all times where each person is. What a burden is lifted from the shoulders of the supervisor! At the beginning of the term a very careful check of this activity must be made and several conferences with the time clerk will be necessary, but soon the students and the time clerk learn to accept this responsibility for a freedom to which they have been unaccustomed thus far in their school careers. There should be no homework required in clerical practice; therefore, any absence must be made up hour-for-hour before school, after school, or during a free period.

As soon as the class develops, the supervisor should begin to orient the students as to the objective previously listed, their role and the role of the teacher, the method of checking attendance, and the like. It is most important that the students know at all times exactly *what* is going on in the class and *why*.

THE INSTRUCTION MANUAL. If students are to learn to work independently of the supervisor, they must have an instruction manual prepared by the instructor on a job basis. The manual should include detailed instructions for completing each job in each department. The jobs should proceed from the simple to the complex, and the number and complexity of the job assignments should be sufficient to allow for the faster students in the class; however, the minimum number of jobs in each department should be attainable (and required) by the very slowest students.

The work schedule should be planned with the students during the first week (and can be typed and duplicated in the class by the supervisor as part of the orientation to the duplicating department). From this time on, each student knows where he will be working during each of the following weeks of the semester and should be held responsible for following this schedule to the letter. Any one of the standard formulas for setting up rotating plans may be followed in working out this schedule.

Keys for all job assignments should be made available to the students at all times, and the responsibility for checking the accuracy of their work should be left to the students. This procedure will relieve the supervisor of unnecessary checking. At the end of each rotation, a practical production test should be given and the grade in that department will thus be determined.

(Please turn to page 16)

"General business orients the student to the place and purpose of business in our economic life."

General Business: A Requisite For Clerical Training

There are many common-denominator elements in all clerical assignments which, if acquired in school, should enable a beginning worker to be more productive on the job.

By S. JOSEPH DeBRUM
San Francisco State College
San Francisco, California

GENERAL BUSINESS, in the modern sense, is not designed as a vocational subject. It is, of course, recognized as a foundational subject for *all* students contemplating business careers. (And more and more, we observe that administrators, curriculum directors, and counselors support general business as a desirable elective, if not as a general education requirement, for all high school youth.) But general business also serves with special significance those who desire to prepare for employment in office, shop, and store jobs that are non-stenographic, non-bookkeeping, and non-selling in character.*

The performance requirements of numerous clerical duties can certainly be learned on the job. But there are many common-denominator elements in all clerical assignments which, if acquired in school, should enable a worker to be more immediately satisfied, more immediately efficient, more immediately productive on the job—and therefore more likely to advance to higher levels of business responsibility. The place in the curriculum for acquiring, at least initially, these common-denominator elements is general business.

General business serves an exploratory and vocational guidance purpose by acquainting students with the functions of business and by informing them about job needs, opportunities, and responsibilities in business and industry. General business strengthens the "3 R's." General business explains how our business system operates. General business gives students an acquaintance with common business forms. General business provides training in finding, organizing, and filing information. General business introduces the students to methods of recording financial information. And general business emphasizes the importance of getting along with others. Most, if indeed not all, of the basic business and general educational values of general business contribute to the occupational preparation of the clerical worker. Let us look at a few of these values in some detail.

*For visual and descriptive presentations of various types of clerical work, refer to Occupational Charts No. I ("The Major Occupational Groups") and No. V ("Clerical and Sales Occupations"), published by B'rith nai B'rith Vocational Service Bureau, 1761 R St., N.W., Washington 9, D. C., 1954.

1. *General Business strengthens the "3R's."* Most clerical processes involve the use of *arithmetic* in completing forms, vouchers, and reports; of *reading* in following instructions, proofreading matter, and in organizing and classifying business papers; of *writing* in preparing messages, tallying data, and recording information. Throughout the study of general business, facility in the "3 R's" is maintained and further refined by solving practical arithmetic problems, by developing a general and technical vocabulary, and by placing emphasis on legibility and neatness in written assignments. By relating these fundamentals to realistic everyday business situations, general business can be especially effective in improving competency in the "3 R's."

2. *General business explains how our business system operates.* General business orients the student to the place and purpose of business in our economic life. The student learns how businesses are organized and managed. He studies specifically various types of business transactions. He develops an appreciation and understanding of the kinds of goods and services which businesses provide. Through an understanding of the total business picture, the clerical trainee should not have a better appreciation of *his* place in the total working situation. He may be expected to be a better and a happier clerical employee if he can realize that his job, even if it be simple and apparently unimportant, plays an essential part in the overall success of business operations.

3. *General Business acquaints students with common business forms and procedures.* Most of us have frequent need to use a number of common business forms or to follow accepted business procedures in the conduct of our personal affairs. These business forms and procedures are similar—often identical—to those used by workers in offices and stores. For example, invoices, bills, sales slips, credit memorandums, checks, bank statements, installment contracts, insurance policies, and many other business papers that we receive are the same as those prepared for us by clerical workers in business. When we need to refer to time tables to plan a trip, when we need to compare mailing and shipping

rates, when we need to check on telegraph and telephone costs, or when we need to know how to establish a good credit standing, we are in essence developing personal-living experiences that parallel duties that need to be performed by many clerical workers. True, on the job there will be myriad other types of forms and procedures, some of them complicated or involved, but at least these general business experiences should enable the prospective clerical worker to be less perplexed and less fearful when confronted with a variety of business duties on the job.

4. *General business provides training in finding, organizing, and filing information.* The common reference books and other sources of useful information are presented in general business. In addition, students learn how to assemble, organize, and keep efficiently their personal and business papers through a study of the elements of filing. Although focused on personal-use and personal-management objectives, these learning experiences have direct carry-over value for the clerical trainee, either in later specialized courses or on the job.

5. *General business introduces students to methods of recording financial information.* Personal income and expense records and records of clubs and social organizations are included in the content of general business. The study and use of budget forms, of membership records, of simple cashbooks, and other record-keeping forms places the clerical trainee at an advantage when studying record keeping or bookkeeping. Even if limited to the presentation of record keeping as offered in general business classes, the trainee should be able to "catch on" more readily when assigned to clerical duties involving payroll records, inventory control, ac-

counts receivable and accounts payable records, and other types of recording activities on the job.

6. *General business emphasizes the importance of getting along with others.* In many general business classes, increased emphasis is being placed on the development of those desirable personal qualities that lead to success in living and working with others. These qualities—pertaining to personal behavior, character traits, personal appearance and grooming—can "make or break" a worker in our increasingly interdependent working world. In the clerical occupations, where employees work closely with other employees as well as with the public (that is, receptionists, telephone operators, ticket agents), these personal factors are of especial consequence. The evidence still indicates that the vast majority of office workers who are discharged or who are slow to earn advancement may attribute their failures to personality weaknesses rather than to skill or knowledge handicaps. One of the most important contributions that general business can make early in the clerical training sequence is this objective relating to personal improvement.

Clerical training is a compelling curriculum movement. Notwithstanding the development of super-electronic office equipment, automation, and the science of cybernetics, clerical training needs to be expanded. Clerical training begs for direction in purpose and flexibility in design. The logical starting point in this program is a dynamic course in general business in which students broaden their horizons of the business and economic scene concurrently with the development of usable skills, desirable work habits, and positive and helpful attitudes and appreciations anent their roles in the world of work.

Office Machines—A Vital Phase In Clerical Training

By CHARLOTTE GRUBER
University High School, Lincoln, Nebraska

HOW VITAL is training in office machines to the general clerical program of a school? Assuming that all essential background such as arithmetic, English, typewriting, and allied subjects has been given training in office machines is as important to the general clerical program as vitamins are to people. Now let us "vitaminize" for a moment.

Vitamin A, a daily essential—the adding-listing machines. First in importance, according to some surveys, are the ten-key machines which rank second to the type-

writer in office use. Full-keyboard adding listing machines rank high too.

Vitamin D, an indispensable item—the duplicators. In some surveys they rank next to the adding machines. These machines include stencil, fluid, offset, and gelatin duplicators.

Vitamin C, a "must" for all—the calculators. These include the rotary or crank-driven and the key-driven type of machines.

Vitamin B, highly recommended but not always available—the bookkeeping machines. Posting and billing machines fall in this area.

Vitamin E, the element which increases production—the electric typewriters.

Vitamin T, (unknown to dieticians, but an "old acquaintance" of business educators)—the transcribers. Transcribers of various types include disc, cylinder, belt, magnetic tape, and wire recorders.

If pupils are to be prepared for the clerical work that is the lifestream of today's business office, they should have instruction on the machines they may be asked or expected to operate after they obtain a position.

Objectives

The objectives of such training may be on a proficiency level, a semi-proficiency level, or an acquaintance level. Training to a point of proficiency would enable a pupil to fill a position without further training, but his skill would be limited to one machine. Semi-proficiency training would permit the pupil to know one machine quite well and give him a general knowledge of others. Training for an acquaintance level of performance provides training on all of the machines available in the school, but an operator does not become skilled on any one of them.

Objectives pertaining to skill development and improvement must also be kept in mind. They should include:

1. The ability to perform efficiently duties commonly assigned to beginning workers.
2. The ability to check one's own work.
3. The ability to solve business problems through use of machines.
4. The ability to maintain and improve skills in type-writing and to develop skills on the transcription machines.¹

Objectives pertaining to development and improvement of attitudes, work habits, and traits should include:

1. Developing desirable work habits such as those of working cooperatively, accurately, and neatly.
2. Developing an appreciation of the importance of desirable habits and personality traits for success in life.
3. Encouraging development of ability to be critical of self.²

Plans of Instruction

Methods of instruction on machines will vary from school to school and in the same school from time to time; but, in the main, they will follow one of three plans:

¹Collins, Marian Josephine, HANDBOOK FOR OFFICE PRACTICE TEACHERS, Monograph 91, South-Western Publishing Company, p. 3.

²*Ibid.*, p. 3.

1. *The battery method* which includes instruction on one machine for the entire class.
2. *The integrated method* which involves setting up a model office with its various departments.
3. *The rotation plan* which includes individual instruction or small-group instruction and permits pupils in one classroom to work on different machines during the same class period.

Each plan has its advantages and its limitations. The battery plan requires many machines of every kind. This plan is often used in schools with large office machines departments.

The integrated method can be used in a small school, but it is probably more realistically adaptable to a school with a large amount of space and equipment.

The rotation plan can be used successfully in both the large and the small school. It is easily adaptable to the school with relatively few office machines.

The cardinal point to remember is that pupils should become acquainted with machines, regardless of the plan used. Acquaintance can be properly accomplished only through instruction, use, and review.

The Teaching Machines

ADDING LISTING MACHINES. The adding listing machines must come in for their full share of attention. The touch method of operation should be automatic on the ten-key machines. Instruction includes addition, subtraction, and multiplication of whole and decimal numbers. Division is accomplished by the use of reciprocals.

These same arithmetical processes may be taught on the full-keyboard or selective keyboard adding listing machines. Depressing the motor bar at the same time one indexes a number should be encouraged. Multiplication can often be speeded up on these machines by the use of the "short cut" method.

DUPLICATORS. Business needs people who can successfully operate the *Vitamin D* machines—duplicators. Since nearly every school has some type of duplicator, the business education teacher in the small school and the large can teach pupils how to use them.

Instruction in duplicating should include all the essentials of preliminary instruction; for example, preparation of the typewriter for stenciling, informing pupils concerning the various kinds of stencils and their specific uses; giving complete and definite instructions pertaining to the placement of typewritten material; and noting the marginal lines and numbers.

In order to learn the complete process of duplicating, sufficient and repeated opportunity should be provided

"Prospective clerical workers should be able to operate the commonly used business machines."

for operating the duplicators. At first, their use should be carefully supervised; later, the more competent pupils may be permitted to operate the machines by themselves.

The liquid process duplicator, with its rapid rise to popularity and usefulness, provides a nearly universal source of instruction for the alert business educator. Instruction should be given in preparing the master carbon, making neat corrections, and running off the copy. Emphasis should be placed on accurate proofreading and proper care of the machine.

Pupils should learn that liquid process duplicators and gelatin type duplicators are used when relatively few copies are needed, whereas the stencil type duplicator or the offset process are used for large quantity duplicating.

CALCULATORS. Calculators, the *Vitamin C* of business, rank high on the list of machines most commonly used. These include the rotary and the key-driven calculators. Generally speaking, the rotary (crank-driven as they are sometimes called) are used more widely than are the key-driven. Much depends upon the community and the type of work to be done.

In addition to the four fundamental processes, instruction on the rotary calculators should include addition, subtraction, and multiplication of constants; multiplication and division of decimals; accumulative double, and subtractive multiplication; discounts—both single and successive; and the use of the dividend tab key. There must be many practical problems which one might encounter in business situations.

Instruction on the key-driven calculators should include general operating techniques; two- and three-column addition, and horizontal addition; multiplication of whole numbers, decimals, common fractions; accumulative and stroke-wheel multiplication; subtraction of whole and decimal numbers; division of whole and decimal numbers by the stroke-wheel or trial-divisor method; and credit balances, discounts, and fixed decimal multiplication. Figuring extensions on invoices and the use of as many business papers as possible should be among the practical aspects presented.

TRANSCRIBERS. The *Vitamin T* machines—the transcribers—involve all of the objectives of good secretarial training plus the skill and ability to manipulate transcribers successfully. Pupils should learn the names of the operative parts and correct techniques of turning out well-typed, attractive, *accurate* material. Adequate time should be provided for learning the technique of transcribing from a machine. While the fundamentals of machine transcription are basically the same, provision should be made for transcribing from more than one type of recorder to accustom the pupil to the differences

in listening to and manipulating more than one kind of transcriber.

The school that buys or rents transcribing machines and provides instruction on them gives its pupils an opportunity to prepare for many of today's office positions.

The "incidentals" accompanying machine instruction are almost as important as the fundamentals. Proper handling of materials, accurate checking, and planning of work have been mentioned.

The alert teacher will accumulate business papers and time his pupils in the handling of them. He will make pupils aware of giving a dollar of service for a dollar of salary. Proper business etiquette will be a definite part of the program.

Useful hints and helps will be given. Among them can be included the desirability of inserting the open edge of the master carbon into the typewriter when preparing a stencil for the liquid process duplicator. This enables them to make corrections more quickly and easily than does the insertion of the solid or perforated edge.

Teach pupils how to duplicate both single and double postcards. On the stencil duplicator, couple this instruction with the use of the blackout when duplicating materials which cover a small area.

Proper technique of heading and folding tapes from adding listing machines is another incidental to include. "Always clear your machine before you use it," should become an ingrained admonition.

The future clerical worker must be made to realize the value of saving business papers, particularly those containing figures. As one businessman has said, "Don't throw away anything that has a figure or a number on it!"

In Conclusion

While it is highly unlikely that all schools can offer a course in office machines, yet, somewhere in the clerical training program, the alert teacher will include instruction on the machines available in his particular school. Some of this training may be given during the typewriting period. Instruction on the duplicators can be given during the typewriting course while the transcribers may be included in the secretarial training course. Bookkeeping classes present opportunity for the teaching of computing machines that are available.

It is understood that such "doubling up" does not present the best situation for machine instruction, but given a choice between that or no machine instruction, there can be only one selection: Be realistic. Vitalize the general clerical program. Teach office machines!

"Office workers have to know how to solve business problems."

Business Arithmetic: A Key To Clerical Efficiency

The adding machine and the calculator have not eliminated and, undoubtedly, never will eliminate the need for human computational skill.

By HARRY HUFFMAN
Virginia Polytechnic Institute
Blacksburg, Virginia

"DON'T YOU teach them how to figure in your class?" All too often an unhappy businessman or an irate office supervisor prods teachers with this unkind question, as if we were responsible for twelve years of arithmetic. Teachers of future office workers, supervisors, and managers, are at times pressingly concerned with this computational aspect of business arithmetic. Arithmetic in the office, however, is more than computation.

There is no question that *human* computational skill is extremely important. Unfortunately, the adding machine and the calculator have not eliminated (and undoubtedly will never eliminate) the need for such skill.

Most teachers would hasten to include a second aspect of arithmetic alongside computation by saying, "Office workers have to know how to solve *business problems*." Another look at the figure work done in offices may convince us, however, that there is more to business arithmetic than computation and problem solving.

Arithmetic in the Office

A visitor to a department store office will discover office workers dealing with figures in a variety of ways. Observe the posting clerk with piles of sales tickets at work on the accounts receivable ledger. As each ticket is posted, the worker may wisely visualize the customers, whose good will is partly maintained by accurate monthly statements. *Reading, copying, and checking figures* are important.

On the desk of the inventory clerk is a stack of tally sheets. He is preparing a quarterly inventory report—arranging the figures so that they tell a story. Later on when the report is prepared, this clerk will ask a nearby co-worker to read to him so that he can verify his figures. *Report preparation and verification of figures* are important arithmetic work.

Another office worker with a telephone held on his shoulder, works rapidly with pencil and paper. He speaks into the telephone, "I would *estimate* that if sales continue at the present rate, our total will be about \$120,000 this month."

The office manager is comparing two profit and loss statements to determine why profits are remaining low, even though sales have been satisfactorily increasing. He scratches his head as he attempts to unravel the problem.

Forms of Office Arithmetic

Office arithmetic apparently takes the forms of (a) reading, copying, and checking numbers; (b) using numbers in records and reports; (c) estimating with numbers; (d) solving problems, and, of course; (e) computation with numbers, to name but a few.

Skill in these forms of arithmetic may be developed through a series of classroom activities with appeal to the average teenager. Most teenagers do experience a wide variety of personal, school, home, job, and community activities, rich in arithmetic opportunities. Fortunately, these are very similar to activities in the office. We need only to search them out, to teach the arithmetic involved, and to show the students the similarity to office activities.

Where May Adequate Arithmetic Experiences Be Provided?

Granted that we want our students expert in these activities, questions arise concerning where they should be learned. (1) Should our students learn them before they enter the business program? (2) Should they learn them in other business courses? (3) Should they learn them in clerical courses? (4) Should they learn them in a separate arithmetic course?

An analysis of answers to these questions will give a clue to what is best to do in a specific situation. Let us look for an answer to each question.

(1) It would be nice, indeed, to insist that our students should have all these experiences *before the ninth grade*. But what ought to be must be balanced by the facts.

Students are unable to learn all they need by the ninth grade. High school boys and girls, apparently remembering only the tricky, hind-side-to problems of

"A separate business arithmetic course provides many advantages."

arithmetic; sometimes say, "The only office work I don't think I could stand is arithmetic. I just hate figures." In aptitude tests, however, these youngsters sometimes do well on clerical arithmetic. What they need most is to study the business applications of arithmetic common to offices. Then they may often look forward to office work involving figures.

An employer, in interviewing a young woman applying for a clerk-typist job, said, "You will have to like numbers on this particular job. Even though you won't be in the accounting department, every number you type is deadly important." With great emphasis he added, "For example, the totals of all columns of figures you type must *actually* be the sum of the figures in that column."

Furthermore, we have had too many complaints from businessmen of weakness in accuracy, organizing ability, and neatness to assume that these arithmetic skills have been brought to the level of business efficiency by the ninth grade. Students, moreover, become weak and rusty in computation. Even the best student needs a touch of polish here and there before he leaves high school.

(2) There is no question that our students receive much valuable arithmetic in *other business education classes*, particularly general business, recordkeeping, and bookkeeping. The integration of business arithmetic with general business as a one-year course has never been satisfactory, largely because as much time is needed for the integrated subjects as for the two separately. Arithmetic experiences in other classes are valuable for reinforcement. Unfortunately, these experiences can not always be simply reinforcing and broadening. Very often the teacher must take class time to reteach from the ground up arithmetic that the student must know in order to progress in the general business, recordkeeping, or bookkeeping class actually being taught. Teaching arithmetic from the ground up is hardly the appropriate activity of these teachers. But obviously, it is better to do so than to ignore the necessity. Forcing them to teach basic arithmetic, an unlikely solution to our problem, means that there is that much less time left for general business, recordkeeping, or bookkeeping.

(3) When *clerical practice* and *office machines courses* are based on the surveyed needs of the local business community, they are rich in arithmetic activities, as they should be. If ample time is available, the teacher can stop anywhere in these courses and reteach any arithmetic necessary to complete a specific clerical project efficiently. A practical amount of review is necessary in such courses in addition to bringing basic computational and clerical arithmetic skills to the peak of efficiency.

In Baltimore and other large cities where businessmen

and school people have jointly assessed the needs of the business community, business arithmetic heads the lists of activities that must receive attention by business students before graduation. Schools in these cities provide separate business arithmetic instruction, as well as clerical arithmetic units in the clerical practice and office machines courses.

(4) *A separate business arithmetic course* provides many advantages. First, the teacher can rebuild, widen, and deepen the understanding of the fundamental operations. Next, he can provide pointed instruction on ways of obtaining business-accepted accuracy, of developing the neatness essential to office work, and of organizing figures in records and reports. The logic of arithmetic requires that it be taught as a unified whole rather than scattering the teaching throughout a large number of other courses. Furthermore, because our teenagers have much more experience and are now nearer the actual applications of arithmetic, they are more ready than ever before to understand and to profit from a thorough ground-up business arithmetic class.

So, in accordance with the answer that seems best for your school, why don't you make unnecessary the question, "Don't you teach them to figure in your class?"

SEUFER

(Continued from page 10)

GRADING. If the supervisor will insist that all completed jobs be absolutely correct (based on office standards again), the quantity of jobs completed in each marking period should be of primary importance in determining the grade of the student. The production test and the attendance should also be considered. A grading plan can be worked out for each period so that the students themselves can work toward the grade they want to earn and determine that grade at the end of the marking period themselves—another opportunity for self-evaluation.

Back to the "cut and try" method: Each teacher of clerical practice must work out his own program to fit the student and employment needs. Some of the techniques discussed here will work in any situation; each year the teacher will discard some procedures that have not proved successful and experiment with others. He should at all times keep in mind that the primary objective should be to help the students make the transfer from the classroom to the office as easy as possible. The teacher will be amply repaid for his efforts when his students come back to report on their first jobs with: "Why, Mr. X, my job is just like our clerical practice class!"

"Bookkeeping is an important key to the success of a clerical worker."

Bookkeeping: A Key to Success In Clerical Work

Accurate and dependable records are the life blood of any business; the employee who can interpret and apply these records is the one who is of greatest value to management.

By JOHN E. BINNION
University of Denver
Denver, Colorado

WHAT DO YOU CONSIDER the most important skill for clerical office work? Is it bookkeeping, filing, duplicating, or telephone technique? Each of these would receive some votes, and rightly so, but one of them stands out above all others. Bookkeeping is that skill. This does not mean, however, that the other training should be eliminated, or even lessened.

Without getting buried in a maze of statistics, it is sufficient only to say that the clerical workers who do not have bookkeeping or recording duties are microscopic in number. Then too, in addition to the requirements for the job there is the fact that promotions and increased responsibility because of clerical vacancies or job expansion go to those who have shown the ability to perform duties which go beyond the more simple skills of typewriting or filing.

There is, on all educational levels, a difference between recordkeeping, bookkeeping, and accounting; but the difference is more often determined by the ability of the student than by the content of the course. It matters little what level of instruction you consider. Accounting (or bookkeeping or recordkeeping) is the language of business for the office worker.

You will notice, too, that neither the majority of clerical jobs nor the rewards which are given because of meritorious work are based upon either of the sexes. The emphasis on bookkeeping for any general clerical worker should be centered, initially, on the simpler skills. Familiarity with these duties, plus competence in them, will lead to the promotion, increased responsibility, and periodic salary increases which we all strive to attain. It matters not whether the student is training for a career in general clerical, stenographic, accounting, or management work, since each of these occupations will build on and use basic bookkeeping skills.

The materials to be included in the training of the general clerical worker depend upon a combination of several factors. One of these is the training which is demanded by the employment area served by the school; another is the content of the textbook which is used; and still another is the background and training of the teacher who has charge of the class. Still, there are

certain basic knowledges and skills which are necessary to every clerical employee. A few of the more important ones will be listed in the paragraphs that follow. No attempt has been made to catalog them with regard to their order of importance.

Payroll Duties

None of your students—and, in fact, very few of the teachers—remember the events of the depression days of the 1930's. Yet, it is because of these days that the responsibilities of the payroll clerk have been increased. No longer can the checks be prepared on the spur of the moment by just anyone who does not have anything to do at that particular time; no longer is it merely a matter of keeping a list of employees and base wages.

Intense training should be given in payroll procedures. Not only does the student need to know how to keep a record of the number of hours worked, but this needs to be broken down into regular hours and overtime hours—and overtime hours are not always computed on the same basis. In fact, the payroll clerk is often confronted with the need of computing the payroll when employees are paid by several different methods such as monthly salary, piece rate, hourly wage, basic rate plus bonus, and the like.

The computation of wages is not all there is to do, however. In addition to keeping accurate records of the gross wages, the payroll clerk is also charged with the responsibility of determining certain personal, union, city, state, or federal contributions which must be deducted from the total earnings before payment to the employee is made. Many of these are periodic items which occur without regard to season, total earnings, or any other varying factor but a few (such as the Federal Old Age and Survivors' Insurance deduction) are based on a maximum employee contribution and very careful records must be maintained both for the employee, employer, and the agency concerned.

Finally, with regard to the payroll training, mention should be made of the reports which must be filed. Some

of the reports are quarterly, a few are yearly, and certain others may have to be filed on a monthly basis. The clerical worker has an important responsibility to his firm and to his fellow employees to see that the reports are accurate and filed promptly. The teacher has an excellent opportunity right here to teach something other than routine skills—punctuality, accuracy, neatness, ability to hold a confidence, and other personality traits which separate the superior worker from the average worker.

Petty Cash

The student who can successfully set up and operate an imprest petty cash fund may at least in some small business firms be able to show the boss something new. Insurance companies have many thousands of case histories to illustrate the misuse of a firm's cash by employees who had no system of internal control to restrict them; public accounting firms have many thousands of other case histories which illustrate the misuse of company funds by employers who withdrew cash without the use of proper records.

The keeping of a petty cash fund is a simple mechanical skill requiring little training, yet it is an important one. The student who shows that he has the ability to keep such a fund accurately, the honesty to keep it correctly, and the ability to make sound judgment with regard to the classification of expense (remember, the student should learn that there is seldom any need for a "miscellaneous expense" item) is one who will command and keep the respect of his employer.

The Bank Account

Did you ever make an error in your check book—an error which caused a check to be returned to you marked "not sufficient funds"? Well, even if you haven't; you can imagine the embarrassment which would accompany such an act, but an error of this type could mean more than just embarrassment to a business firm—it could mean untold difficulty in correcting credit records and explaining away an apparent careless way of doing business.

The first phase of this question involves the teaching of accuracy, neatness, and the need for the checking of one's work. This is not difficult to do and requires little comment at this time. The other phase is that of teaching the student how to make a bank reconciliation statement and teaching him the importance of it. As you well know from personal experience, this latter item is not so easy.

We find all kinds of jokes in newspapers, magazines, and other sources which point out the "funny" aspect

of erroneous check records. In fact, it could very well be that the student has a false impression that the matter of accurate cash records is not a cause of serious concern. But while it is good to show the class that you have a sense of humor and can appreciate a good joke, you have an ever-increasing obligation of getting across the importance of accurate records.

Students should be drilled over and over again on the proper methods of check writing and check protection, of keeping check-book balances, of check endorsement (to help prevent loss from theft or careless handling), of making deposit slips, and on the many other phases of good cash control. These are routine duties, but the careless handling of routine duties can result in financial loss and perplexing credit difficulties which are not always easy to explain.

In Conclusion

Detailed comment has been made in three areas of clerical bookkeeping, but teachers know that the surface has not been scratched. No mention has been made, for example, of the need for instruction and practice in billing; in receiving merchandise and the checking of extensions on invoices; in taking a physical inventory, pricing, and extending the totals; in recording vouchers in the voucher register or other special journals; and in a multitude of other clerical office tasks. The bookkeeping duties of the clerical worker are many and varied, and certainly they are not confined to a small select list.

Of greater importance than the mere ability to perform certain bookkeeping skills, should be the student's understanding of the influence of bookkeeping on the business. Accurate and dependable records are the life blood of any business firm, and the employee who can interpret and apply these records is the one who is of greatest value to the management. Modern American industrial firms are staffed with many executives who began their careers as clerical employees, but who advanced to positions of leadership because they were willing and able to give more than routine performance.

Bookkeeping is an important key to the success of a clerical office worker. It is a subject which helps the student gain an insight into the factors which determine current profit or loss in operations; it can help him understand some of the factors which influence the economy of our capitalistic system; it will help him, if he wants to apply his knowledge, to understand the problems of the blue collar workers; and it can help him learn to give a dollar's worth of work for a dollar in wages. He will find the knowledge a bent and unusable key, however, if he uses the skills for routine, unimaginative daily chores.

"Clerical workers generally engage in some kind of typewriting activity."

The Importance of Typewriting In the Training of Clerical Workers

*By actually "doing" clerical-type work as part of their daily performance,
typewriting students learn office skills meaningfully and effectively.*

By T. JAMES CRAWFORD
Indiana University
Bloomington, Indiana

OF ALL COURSES available to students through the business curriculum, typewriting is one of the most promising in opportunities for developing efficient clerical workers. When organized effectively and taught efficiently, typewriting courses abound in learning challenges which, if met successfully, contribute immeasurably to clerical competence. For typewriting to make its maximum contribution to clerical efficiency, however, there must be an awareness on the part of teachers and students alike that activities in the classroom resemble very appreciably those encountered in the office, and that ability in the office tends to reflect the amount of ability acquired in the classroom. And once that realistic association has been identified, there must be continuous, conscientious effort on the part of the learner to grow in those competencies needed for successful job performance and to acquire those personal qualities characterizing the make-up, and defining the stature, of capable office workers.

Understandably, then, the extent of influence of typewriting upon clerical work can be in an amount only proportionate to the degree of meaningful relationship recognized to exist between the two areas. When little relationship is assumed and courses are taught accordingly, typewriting contributes little to clerical efficiency; but when a close, direct relationship is declared, the influence of typewriting upon the training of clerical workers is both positive and pronounced. Current practice and popular consensus endorse the direct-relationship point of view and recommend skillful integration of learning activities in the two areas whenever and wherever possible.

Though not restricted to this particular job classification alone, typewriting courses make many important contributions to the training of capable clerical workers. Some notion of the important role played by typewriting in clerical training may be gained through a consideration of at least seven influencing factors. Assuming that its inherent possibilities are capitalized, typewriting:

1. *Provides opportunities for reaching the greatest number of potential office workers.* Enrollment figures

indicate that more students actually study typewriting than any of the other business courses offered. An excellent foundation for the preparation of clerical workers, therefore, may be established far more extensively through the typewriting program than through any other. Typewriting, inherently multi-purpose in nature, occupies a unique niche in the business curriculum, providing for the essentials of sound clerical training plus the basic skills and competencies needed in other more specialized curricula for the greatest number of enrollees in business education.

2. *Provides excellent training in the core of all clerical work.* Regardless of the other type of work assigned, clerical workers generally engage in some kind of typewriting activity. Businessmen, though often not demanding it, frequently prefer that their clerical workers possess reasonable typewriting skill. Experience has shown, therefore, that a good typewriting background tends to increase occupational effectiveness and, invariably, improves the chances for on-the-job promotion.

3. *Provides essential training in a realistic atmosphere.* It is a recognized imperative that future clerical workers have, prior to the time of employment, some experience with office situations similar to those anticipated on the job. Typewriting, through its constant and skillful use of actual business materials, bridges the gap between the avowed remoteness of the classroom and the so-called "harsh realities" of the business office in an effective, real-life manner. Preparing typical business jobs in the classroom is quite similar to preparing business jobs in an office when classroom activities are "business-office" oriented. Effective typewriting courses have that meaningful orientation.

4. *Enhances teaching method and enriches learning activities by utilizing a functional, activity approach.* The psychological truism that "one learns to do by doing" attains its greatest fruition in typewriting. By actually "doing" clerical-type work as part of their daily performance, typewriting students learn office skills meaningfully and effectively; and those clerical activities learned in functional context tend to be re-

"The typewriting classroom has become a rich field for appraising and developing traits essential to profitable employment."

tained over comparatively long periods of time. The activity approach characterizing all typewriting courses contributes to an efficient, more permanent learning of those clerical activities embodied in typewriting-centered experiences.

5. *Provides unparalleled opportunities for building those basic academic competencies known to have a direct bearing on job efficiency.* While it has been established that workers frequently lose their jobs for other than lack of occupational skill, there are some basic capacities which contribute to successful employment. Developing those basic capacities is one of the prime challenges of typewriting instruction, and to the extent that they are or are not developed, typewriting makes a major or minor contribution to the training of clerical workers. Some of the basic capacities (or powers) developed in typewriting and affecting clerical training are:

a. *Power in operating the typewriting machine.* This power includes maximum speed attainable with appropriate accuracy, plus skill in controlling the various operative parts of the machine. It embraces, too, the more important ability of being able to apply effectively that manipulative skill in completing typical office jobs. It should be remembered that power at the typewriter consists as much of the ability to solve problems as dexterity in manipulating the machine. The ability to apply basic skill to problem solving is a major objective of typewriting as well as a fundamental requirement for job success, and its accomplishment has a positive influence on clerical workers.

b. *Power to attack problems successfully.* This capacity consists of the ability to analyze any work situation presented, to determine with exactness the demands of the assignment, to approach the task in terms of the specific requirements designated, and to select appropriate, efficient procedures for its completion. This power is one often identified by businessmen as especially important not only for clerical workers but also for all employees of business and represents a fundamental ingredient of all typewriting instruction.

c. *Power to handle directions.* This competence involves the ability to grasp directions with clarity either through reading or through oral communications, to interpret directions given, and to follow with dispatch those instructions enumerated. Businessmen repeatedly identify this power as one essential to job success and stress the need for its development. Significantly, clerical workers trained in typewriting receive constant help in acquiring this valuable asset.

d. *Power to perform related activities associated with an assigned task.* This capacity consists of being

able to locate pertinent materials; to utilize available supplementary aids such as reference manuals, the dictionary, and the like; to apply computational skill when required; and to verify entries, extensions, or totals in jobs requiring personal checking or auditing. Successful clerical workers need this power, and typewriting provides rich opportunities for its development.

e. *Power of economical performance through efficient use of time and materials.* Cost-conscious businessmen seek workers capable of handling materials efficiently who also waste little time in costly, nonproductive activities. Efficiency in selecting materials appropriate for various jobs assigned, skill in preparing single and multiple carbons, accuracy in proofreading, speed and neatness in making corrections, and the wise use of time during "lull" periods are a few of the skills and traits included in this power. Typewriting is particularly concerned with developing a time-and-motion awareness and includes specific training in each of the activities listed. That training contributes directly to vocational competence, a prime objective of all clerical training.

f. *Power to work independently.* One of the persistent desires of businessmen is to find office help capable of working independently—without constant direction and supervision. Typewriting, through its unique organization, provides excellent training in that important trait.

Associated with this power, too, is the need for developing sound techniques and procedures for subjective evaluation of individual performance. Competent clerical workers should be able to judge discriminately the quality of their finished products and should know how to make whatever adjustments are necessary to render all jobs completely acceptable. Typewriting, again, specializes in this type of vital training.

g. *Power to work under the pressure of time.* Work in a business office must be done with a time consciousness, and future clerical workers need experience in completing assignments within specified time limits. Technical strength as well as personal attributes are often best detected through observing individuals performing under the influence of time limits. Clerical training, then, should include many "pressure-type" experiences. Typewriting, particularly cognizant of the effect of time on achievement, incorporates time elements in many phases of skill building and in most phases of measurement.

h. *Power to control materials in various stages of completion.* Clerical workers must be able to handle with care work that is newly assigned, in process, and completed. Assignments demanding secrecy, requiring security, or that are earmarked for special final disposi-

tion generally suggest the need for specific training experiences for the worker. Methods and procedures for proper and ethical materials handling are developed in typewriting.

6. *Provides practical situations for developing desirable personal concomitants.* Reputedly, job success depends as much on personal fitness for employment as it does on well developed office skills. Teachers have found that the characteristics of students often are more accurately revealed through activity types of experience than through passive nonperforming situations. For that reason, the typewriting classroom has become a rich field for appraising and developing those traits deemed essential to profitable employment. Some of the personal attributes especially well suited to cultivation in typewriting are:

a. *Wholesome attitudes toward work.* A general disposition to do good work results from meaningful typewriting experiences emphasizing quality performance.

b. *A pleasing personal manner.* Gracious, ethical conduct and pleasant demeanor are effectively demonstrated and developed through the office-like atmosphere and realistic activities provided in typewriting.

c. *Emotional stability under pressure.* Problems in personality adjustment often arise during periods of stress accompanying sustained performance at the typewriter. Suggestions for meeting individual behavior problems are generally considered relevant and timely when related to the practical experiences of a typewriting classroom.

d. *Poise and self-assurance.* These attributes are nurtured through confidence resulting from successful personal experiences. The inner knowledge that one "can do" structures the outward manifestation of sureness and maturity. In typewriting, students gain that knowledge and assurance through successful personal performance.

e. *Personal initiative and perseverance.* The amount of personal drive and persistence possessed by a future office worker is very easily detected in the typewriting classroom, and whatever steps are necessary to make adjustments in these traits may be taken directly and purposefully as each typist pursues his daily assignments. Since achievement in typewriting reflects these traits so directly, there is a premium placed on their development in all typewriting courses.

f. *Concern about detail.* Through the countless jobs and problems encountered, typists develop a sensitivity to and a proficiency in this trait. Typewriting is especially well suited to increasing its strength.

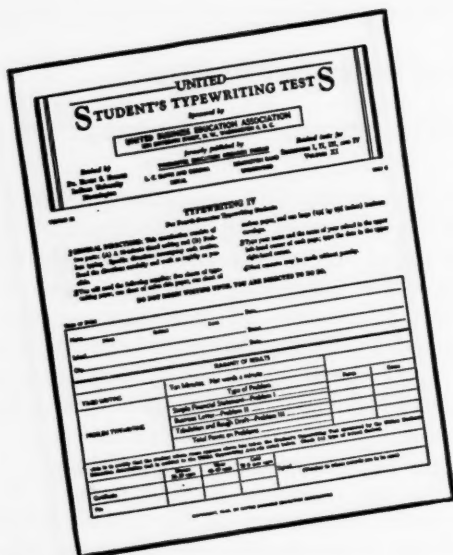
g. *Interest and practical skill in maintaining records.* A professional concern about keeping appropriate records plus the ability to prepare them accurately are two common demands exacted of clerical workers. In typewriting, the preparation of performance rates, progress charts, and the like provide potent springboards for developing a wholesome approach to recordkeeping as well as refining those computational skills needed for completing records speedily and without error.

h. *Skill in self-appraisal.* Each clerical worker should be able to judge with reasonable accuracy the quality of his work contributions to the business of his employer and should be able to estimate impartially the effect of his personal behavior on the reactions of his fellow workers. In some phase of his training, each potential employee should gain experience in rendering such judgments. Good typewriting courses provide personal and professional judgment experiences regularly.

7. *Provides teachers with a highly reliable index to possible job success or failure for future clerical workers.* Since in typewriting appraisal is based primarily on individual performance, teachers have a very direct way of determining the capacity of a worker at a given time. When based upon comprehensive rather than highly restrictive tests, individual-performance evaluation results in reasonably accurate estimates of the actual job potential of a given worker. Typewriting provides that type of appraisal and, in so doing, furnishes teachers and students with fairly reliable information for predicting occupational competencies.

While the importance of typewriting to the training of clerical workers does not lend itself easily to quantitative expression, any serious consideration of such relationship results in one incontrovertible observation: that instruction in typewriting contributes definitely and positively to the development of competent clerical workers when that instruction is so oriented, and that an effective typewriting program, stressing basic competencies, cuts across subject-matter lines to undergird chances for success in all of the office occupations.

When current estimates indicate that one worker in eight is employed in clerical work, the administrator should give serious thought to the effectiveness of clerical practice instruction in his school. Since nothing can really happen in the classroom without sanction from the administration, an evaluation of the teaching of clerical practice begins with a review of such matters as administrative policies, curriculum practices, and decisions regarding equipment, facilities, and class composition.—The Business Education Program in the Expanding Secondary School.



Test I—First Semester
 Part I. Timed Writing
 Part II. Centering Problem
 Part III. Report Writing
 Part IV. Business Letter Writing

Test II—Second Semester
 Part I. Timed Writing
 Part II. Business Letter
 Part III. Tabulation Problem
 Part IV. Minutes of Meeting

Test III—Third Semester
 Part I. Timed Writing
 Part II. Rough Draft Problem
 Part III. Centering Problem
 Part IV. Business Letter

Test IV—Fourth Semester
 Part I. Timed Writing
 Part II. Data Sheet
 Part III. Application Letter
 Part IV. Tabulation Problem

Tests are designed for use with any typewriting textbook.

PRICE LIST

- 1 package (10 tests and manual)..... \$1.00
- 2 packages (20 tests and manual).... 1.60
- 3 packages (30 tests and manual).... 2.10
- 4 packages (40 tests and manual).... 2.60
- 5 packages (50 tests and manual).... 3.00
- 6 packages (60 tests and manual).... 3.45
- 7 packages (70 tests and manual).... 3.85
- 8 packages (80 tests and manual).... 4.20
- 9 packages or more @ 50 cents a package

Write for special quotation on quantity of 500.

Specimen set (1 copy of each test and manual)—\$1.00.

VOLUME XIII

Successful teachers of typewriting approve a testing program which reflects the requirements of the business office

Students Typewriting Tests are made to order!

Students Typewriting Tests measure standards of attainment which place emphasis on marketable productivity rather than certain accomplishments of speed goals. These tests incorporate the expressed preferences of typewriting teachers and businessmen.

Students Typewriting Tests may be used for diagnostic purposes after they have been used to measure the results of teaching in terms of productive ability. Material is included for both straight-copy tests and production tests. These tests have been administered to thousands of students throughout the United States.

Students Typewriting Tests provide for motivation in the classroom through a controlled plan of awards. Both award pins and certificates are available.

Students Typewriting Tests are the result of experimentation and revision by specialists in business education. Early volumes were planned and revised by the late F. G. Nichols. Revision of Volume X was prepared by Thelma Potter Boynton and a special committee appointed by the National Council for Business Education. The current revisions were prepared by Theta Chapter (Indiana University) of Delta Pi Epsilon, and were directed by Elvin S. Eyster, Indiana University, Bloomington; Irol Whitmore Balsley, University of Utah, Salt Lake City; and Howard Lundquest, Kansas State Teachers College, Pittsburg. It is the policy of the sponsor of these tests to conduct a continuous program of research and make revisions as deemed advisable.

A manual for teachers which includes complete instructions for administering, interpreting, and scoring the tests is included with each order.

STUDENTS TYPEWRITING TESTS

A non-profit service of United Business Education Association

To: United Business Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

Please enter my order for Students Typewriting Tests as follows. I enclose \$..... in payment.

..... packages of Test I
 packages of Test II
 packages of Test III
 packages of Test IV
 specimen sets

Students Typewriting Tests are packaged and sold only in multiples of 10 copies of same test. Because the tests are sold on a low-cost basis we must require remittance with order or official Board of Education or school order forms

Name and Title.....
 School or Organization.....
 Address.....City & State.....

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor of the appropriate service or to the executive editor.

UNITED SERVICES

SHORTHAND

LUCY ROBINSON, Editor
Georgia State College for Women
Milledgeville, Georgia

TEACHING, TESTING, AND EVALUATING THE SPEED BUILDING LETTER WITH PUPIL PARTICIPATION

*Contributed by Evelyn S. Gulledge, Woodlawn High
School, Birmingham, Alabama*

NOTHING IS MORE IMPORTANT to a successful teaching program than the element of teacher-pupil planning. Boys and girls are stimulated when they feel that they are a part of and have a hand in the classroom procedures.

Time being propitious for this type of procedure, the grading plan offered here has that very thought as its foundation. It was teacher-pupil planned. Of course, it is necessary and imperative for any teacher-pupil planning to be guided very cautiously and understandingly by the teacher.

During the process of the development of this grading program, the program was formulated and adjusted by both teacher and pupils. Objectives were established through pupil participation. The grading plans circumscribe the objectives. Therefore, in the final analysis, it was found that the grades placed on test material as well as those that went on report cards were accepted without any complaints because they had had a part in the planning. The efficacy of such a plan is most rewarding.

CLARIFICATION OF TERMS. To help clarify the terms used, an explanation of the school situation in which this program took place is necessary. The school is operated on the semester basis, each semester being divided into three 6-week grading periods. Shorthand is offered for two years or four semesters. The shorthand is referred to as Shorthand 1, 2, 3, and 4. The minimum standards for the speed-building letter in this school are as follows:

Shorthand 2. The students must be able to take a 5-minute letter of unfamiliar material dictated at the rate of 60 words a minute and transcribe with no more than 5 per cent of errors.

Shorthand 3. The students must be able to take a 5-minute letter of unfamiliar material dictated at the rate of 80 words a minute and transcribe with no more than 5 per cent of errors.

Shorthand 4. The students must be able to take a 5-minute letter of unfamiliar material dictated at the rate of 100 words a minute and transcribe with no more than 5 per cent of errors.

Shorthand theory is completed in Shorthand 1. In Shorthand 2, the transcription of the speed-building letter is the primary factor. Although transcription as we know it today is in the foreground or the concentrated item of emphasis in Shorthand 3 and 4, it is also important to continue the speed-building element. The transcription of the speed-building letter may be done in longhand or typewritten, whichever is more convenient.

The 5 per cent error method is the basis for the grading of the speed-building letter. Anything other than a verbatim wording of the dictated material as well as mistakes in punctuation, paragraphing, and spelling is considered an error and is counted as such in this plan. All test letters are of unfamiliar material.

TEACHING PROCEDURES. Before any testing program can be successful, it must be preceded by objective teaching. The objectives being clearly defined, the teaching pattern, as described below, was followed in each semester.

To subject the students to a situation similar to an office position, the practice material for dictation was selected according to subject. For example, if the ensuing test letter has a vocabulary content of life insurance, the practice dictation (or the biggest portion thereof) would also have a like vocabulary. One particular letter concerning life insurance is chosen for practice material with much emphasis placed upon this letter. A shorthand preview of the letter is placed on the blackboard. This preview becomes a part of the next day's assignment. Each succeeding day until the students are ready for testing, drills are conducted in class on this preview until the shorthand characters are completely automatized by the students. Immediately following the preview drill each day, the insurance letter is dictated at varying speeds until the students can take the letter at a very rapid rate of speed.

TESTING PROCEDURES. On each test day the test material includes dictation at different speeds, the length of dictation also varying in many instances. Each test letter dictated has a different content, but all bear on the same subject. All students take the dictation of all the

UNITED SERVICES

SHORTHAND

test letters. At the end of the dictation, each individual student transcribes the letter of his choice. Only one letter may be transcribed. The chart accompanying this grading plan is written on the blackboard so that it can be easily referred to while the decision is being made. The student's letter choice is influenced by the comparative value of the grades as coupled with the number of errors and the rate of dictation. The remainder of the period is devoted to the transcribing of the letter chosen.

EVALUATION PROCEDURES. The evaluation, as set up by teacher-pupil participation, appears in the charts. Chart I shows that, during the first 6-week grading period, on each test day two test letters are dictated, both two minutes in length; one being dictated at 60 words a minute and other at 80 words a minute. The maximum number of errors according to the 5 per cent error method is 6 and 8 respectively.

If the student transcribes the two-minute letter dictated at 80 words a minute, his grade is determined by the number of errors contained in the transcript. Zero to 4 errors rates an *A*, 5 to 8 errors rates a *B*, and 9 errors or above rates an *F*. If the student transcribes the two-minute letter dictated at 60 words a minute, his grade, according to the number of errors, is as follows: Zero to 2 errors rates a *B*, 3 to 4 errors rates a *C*, 5 to 6 errors rates a *D*, and 7 or more errors rates an *F*. Each of the charts represents the same pattern as just described.

MERITS OF THE GRADING PLAN. This grading plan motivates the students to attempt transcriptions of the higher speeds which in turn rewards them for their success. As the semester progresses, the length of the test material and rate of dictation both increase. Points of emphasis have been carefully taken into consideration. For example, if during the second 6-week grading period a student in Shorthand 2 successfully transcribes the 5-minute test letter dictated at 60 words a minute (the minimum standard for the entire semester) his score merits either an *A* or *B*. This same length letter dictated at the same rate during the third 6-week grading period and successfully transcribed loses its value of *A* and takes on the lower rates of *B*, *C*, and *D*. All of the test letters are treated in like manner. The faster dictations merit the higher grades and are scaled according to the grading period and the number of errors.

The results from this grading plan were most satisfactory as well as most successful. The students attained higher speeds as a result of being rewarded for so doing. No discontent or dissatisfaction was detected among the students, not even from the weaker ones. This is attributed to the fact that the students had a part in the planning of their grading program. A pleasant atmosphere permeated the classroom which made teaching, testing, and evaluating a joy.

CHARTS FOR DETERMINING GRADES

Shorthand 1, Second Semester

CHART 1 First 6-weeks grading period	CHART 2 Second 6-weeks grading period	CHART 3 Third 6-weeks grading period
2/80 — 8 errors	3/80 — 12 errors	5/80 — 20 errors
2/60 — 6 errors	5/60 — 15 errors	3/80 — 12 errors
	3/60 — 9 errors	5/60 — 15 errors
0-4 A	0-6 A	0-20 A
5-8 B 2/80	7-12 B 3/80	21 F 5/80
9+ F	13+ F	
	0-8 A	0-4 A
	9-15 B 5/60	5-12 B 3/80
	16+ F	13+ F
0-2 B	0-3 B	0-5 B
3-4 C 2/60	4-6 C 3/60	6-10 C 5/60
5-6 D	7-9 D	11-15 D
7+ F	10+ F	16+ F

Shorthand 2, First Semester

CHART 4	CHART 5	CHART 6
2/100 — 10 errors	3/100 — 15 errors	5/100 — 25 errors
2/80 — 8 errors	5/80 — 20 errors	3/100 — 15 errors
	3/80 — 12 errors	5/80 — 20 errors
1-4 A	0-8 A	0-25 A
5-10 B 2/100	9-15 B 3/100	26+ F 5/100
11+ F	16+ F	
	0-10 A	0-6 A
	11-20 B 5/80	7-15 B 3/100
	21+ F	16+ F
0-3 B	0-4 B	0-7 B
4-6 C 2/80	5-8 C 3/80	8-14 C 5/80
7-8 D	9-12 D	15-20 D
9+ F	13+ F	21+ F

Shorthand 2, Second Semester

CHART 7	CHART 8	CHART 9
3/120 — 18 errors	5/120 — 30 errors	5/120 — 30 errors
3/100 — 15 errors	3/120 — 18 errors	3/120 — 18 errors
	5/100 — 25 errors	5/100 — 25 errors
	4/100 — 20 errors	
0-18 A	0-30 A	0-30 A
19+ F 3/120	31+ F 5/120	31+ F 5/120
	0-9 A	0-18 B
0-5 B	10-18 B 3/120	19+ F 3/120
6-10 C	19+ F	
11-15 D 3/100	0-13 A	0-9 B
16+ F	14-25 B 5/100	10-18 C 5/100
	26+ F	19-25 D
		26+ F

NOTE: The top number of the fraction represents the length of the dictation in minutes and the bottom number represents the rate of dictation. To the side of the fraction, the maximum number of errors allowed according to 5 per cent error method is shown. Corresponding to the fraction, the grades are broken down from A's to F's as determined by the number of errors in the transcript.

D. L. CARMICHAEL, Editor
Michigan State University
East Lansing, Michigan

NEW DEVELOPMENTS IN BUSINESS CORRESPONDENCE OF SPECIAL INTEREST TO TYPEWRITING TEACHERS

*Contributed by John L. Rowe, University of North
Dakota, Grand Forks*

THE WRITER recently surveyed 10,000 business letters for the purpose of determining current typewriting-styling practices in business correspondence. The letters came from Maine to California, Florida to Washington, and points in between. The correspondence emanated from companies both large and small and of a wide range of classification. These letters revealed certain discernible trends of special interest to typewriting and transcription teachers.

Abbreviating seems to be going out of style; in fact, about the only acceptable abbreviations are ones such as a.m., p.m., Mrs., Mr., and C.O.D. The trend seems to be that one abbreviates when the abbreviation is more common than the original full spelling. In some instances, if the abbreviation were written in full it would appear strange or uncommon. For example, 2 a.m. written as 2 ante meridian would look strange.

One seldom observed the name in the address typed as Mr. R. L. Jones. His first name would be spelled out and the middle name was usually indicated by an initial. Also, the name of the state was almost universally spelled out. One seldom observed Wis. for Wisconsin or N. D. for North Dakota.

The tendency to eliminate abbreviations is perhaps the beginning of formalism in business correspondence. The receiver of correspondence would be more appreciative if his name were spelled out and also if the state where he lived were written in full. Most of us like to believe that we are sufficiently important to have our name and state written in full.

More lengthy paragraph indentions or none at all. Correspondence of twenty years ago was characterized by an almost uniform indention of five spaces for paragraphs. Today the five-space indention, although occasionally used, was by no means the number one preference for paragraph indention. The newest development in paragraph indention, and one that seemingly is growing rapidly, is indenting each paragraph to the colon in the salutation. There was also a trend to use the person's name in the salutation, and as a result this paragraph indention varied with each letter.

A not uncommon form of indention was to begin the paragraph at the same place as the date particularly when the date was centered mid-point on the page. This

provided a symmetry in letter format that was most attractive. This could be a great time-saver as it is necessary to set but one tabulator stop.

Another definite trend was to use the block style of paragraph. This practice was used with various letter styles although most frequently occurring with the semi-blocked and full-blocked letters. The full-block paragraph occurred less frequently with short letters.

Elite type appeared more frequently than pica type. Approximately 60 per cent of all letters received were in standard elite type. Pica type was the second most common style, and interestingly enough several other kinds of type appeared for the first time in business correspondence.

No direct explanation can be given concerning the prevalence of elite type. Some reading specialists believe it is easier to read than pica because of the compactness of letter format.

Electric transcription is growing rapidly; electric typewriters are usually installed first in the secretary's office. Approximately 40 per cent of all letters received were obviously typed on electric typewriters. Much of the correspondence came from executives of various firms. Perhaps the secretary is usually the first office worker to be granted an electric typewriter. Every student graduating from a secretarial training curriculum, therefore, should have had some experience in electric transcription.

The direct salutation (Dear Mr. Smith or Dear Mrs. Jones) is replacing the Dear Sir or Dear Madam form of salutation. Over 50 per cent of all letters received contained the direct salutation form. There exists a directness in our correspondence today not found in correspondence twenty years ago. The dictator apparently wishes to establish a contact with his correspondent immediately. The "Dear Sir" type of salutation is about as common today as the "Yours truly" complimentary close.

Formalism in the complimentary close is more prevalent: Sincerely yours, (formal and preferred style); Sincerely, (less formal style). There seems to be no explanation for this development except perhaps to retain a little of the old in letter styling. The most common form of complimentary close was "Sincerely yours." "Yours truly" appeared in less than 2 per cent of all letters; "Very truly yours" appeared more frequently.

More numbers appear in today's business correspondence. The letters received contained a greater percentage of numbers than in previous surveys. This is probably a result of increased mechanization and centraliza-

UNITED SERVICES

TYPEWRITING

tion of business activities. We are living in an era of records administration, and the resultant coding and classification appears in a wider usage of numbers. We have become a statistic whether we like it or not! We must provide in our typewriting classes more practice with the top row so that our students enter business with a top-row proficiency instead of a top-row handicap.

The trend is toward short business letters; over 50 per cent of all business letters examined were 75 words or under in length. Businessmen have obviously become less wordy. Today's business letters begin with a direct message eliminating all such statements as "we have your request, et cetera." The shorter business letters were, however, identified with certain types of firms. Correspondence from publishing companies and social service organizations tended to be longer in statement.

There are real implications in this trend for teachers of typewriting and transcription. Because he has had so little experience with it in his program of study, the beginning stenographer finds the short letter one of the most difficult to center. More of our dictation for transcription should be of short letters, and many of our letter centering activities in typewriting should also

emphasize the short letter.

Approximately 30 per cent of all short letters were double spaced; therefore, some attention should be given to the presentation of double spaced letters, particularly short letters, in typewriting and transcription classrooms.

There are fewer and less elaborate initials. The dictator's initials were generally omitted if his name were typed in the signature. In most instances, to include the dictator's initials would be redundant. Similarly, the company name was usually omitted in the closing of the letter if it were found in the letterhead.

The transcriber generally indicated his initials in lower case, and the trend was toward two initials rather than three. Fewer initials probably contribute to a neater appearing and more simplified letter.

Uniform line length is becoming more prevalent for short, medium, and long letters. For many years typewriting teachers have insisted upon nearly perfect margins—top, bottom, and side—for letters regardless of length. As a result it has become difficult to adjust to the same line length regardless of the letter length.

(Please turn to page 40)

HOW'S THE PQ*

*Posture Quotient



MODEL 6-424

SEND NOW

for complete information on the Model 6-424 ADJUSTEZE "Perfect Posture" Chair and other business education furniture. Write Dept. F,

of your students?

ADJUSTEZE

"PERFECT POSTURE" CHAIR

CAN HELP THEM ACHIEVE CORRECT TYPING POSTURE!

Because of its unique design, rigid construction, and easy height adjustability from 15" to 19", the ADJUSTEZE "Perfect Posture" Chair promotes the comfortable and correct seating position for typing. Correct posture results in less body and eye fatigue for students, and so they learn more quickly . . . they type with greater accuracy and speed.

A companion item to the now-famous ADJUSTEZE Typing Table, the model 6-424 chair is finished in gray or beige Zolatone and has durable, non-removable plastic guides.

Interstate

ADJUSTEZE CORP. 805 East Center Street — Anaheim, California

WILLIAM SELDEN, Editor
State Department of Public Instruction
Harrisburg, Pennsylvania

UTILIZING WORK SHEETS IN THE BOOK-KEEPING CLASS

Contributed by Doris Stoneburner, Lafayette High School, St. Joseph, Missouri

AS ITS NAME IMPLIES a work sheet should be used as a device for working the remaining procedures involved in closing a set of books for a fiscal period. But how many students really use a work sheet after they have made it?

After several years of experience with bookkeeping students, the writer has found that the best results are obtained by having students follow implicitly even the most simple directions. Perhaps many of you feel it is unnecessary to give such detailed instructions and insist that each student follow such instructions without straying into devious paths. The bright student profits, for many times he has never had to give strict attention to accuracy of detail. The marginal pupil also profits if he learns *what* to do *when* he is told to do it. He can establish a work pattern and by repetition of the correct way make this a part of his skill. With this insistence on strict attention to detail the writer can present new procedures in bookkeeping by the whole-part-whole method.

Instead of asking students to make their problem look like the form on a given page in the textbook, why not teach the following procedures from the work sheet?

1. Adjusting Entries
2. Closing Entries
3. Profit and Loss Statement
4. Balance Sheet
5. Check Sheet for Post-Closing Trial Balance if it is not correct

To illustrate how the work sheet might be used as a teaching device, let us assume that the lesson for the day is the presentation of closing entries.

Using a simple work sheet made the day before for a single proprietorship, typical questions and directions during the presentation of closing entries would probably include:

DIRECTIONS. Place the following five items on your desk: (1) work sheet, (2) pen and pencil, (3) ruler, (4) three sheets of ledger paper, and (5) one sheet of journal paper. We are to learn how to close the ledger at the end of a fiscal period.

QUESTION. For what period of time is the work sheet?

DIRECTIONS. Using your pen, open accounts on one sheet of ledger paper for each expense balance which

appears in the profit and loss statement section of your work sheet.

On a second sheet of ledger paper, open an account for each income account which appears in the profit and loss statement section on the work sheet.

On the third sheet of ledger paper, open an account for a new account entitled, "Profit and Loss Summary."

Lay the three sheets of ledger paper on your desk where you can look at them. Put the expense accounts on your left at the top of your desk. Lay the income accounts on the right at the top. Put the profit and loss summary account in the center of the lower half of your desk.

QUESTIONS. What numbers would you expect to be represented in the new account? What does the word summary indicate?

If you wanted to make your expense accounts balance, what amount would you need on the credit side? If you wanted to make your income account balance, what amount would you need on the debit side?

What number taken from your work sheet could appear on the credit side of profit and loss summary and represent the total of all income?

Now look at your work sheet. What number taken from your work sheet could appear on the debit side of profit and loss summary and represent the total of all expenses?

DIRECTIONS. In order to close an account it must balance. As you know, you have no right to enter anything in a ledger of a complete set of books, unless you have first authorized the posting by a journal entry. Look at your work sheet. On your sheet of journal paper, make the following closing entry to close the income account and move the number to the credit side of profit and loss summary:

Heading (centered in description column)—Closing Entries

Date—Last date of the fiscal period

Debit—Each income account on a separate line.

Credit—Profit and loss summary.

We will now make the second closing entry to close all expense accounts and move the total of those expenses to the debit side of profit and loss summary.

Date—Last day of fiscal period

Debit—Profit and loss summary

Credit—Each expense account on a separate line.

On a piece of scrap paper figure the balance of the profit and loss summary account.

(Please turn to page 42)

UNITED SERVICES

BASIC BUSINESS

MEARL R. GUTHRIE, Editor
Bowling Green State University
Bowling Green, Ohio

WHY I LIKE TEACHING GENERAL BUSINESS

Contributed by Marian C. Smith, Bowling Green State University, Bowling Green, Ohio

THE SUBJECT I like to teach most is general business. This has surprised me. After taking methods courses in business education subjects, shorthand, bookkeeping, and business English were my favorites. Then, the semester of student teaching came and an assignment that included general business. It is so easy to make the general business class interesting to the students. This is done simply by centering a discussion around the students. As soon as familiar names or places are used, the students "perk up" and pay special attention to what is coming next. This method also invites comments and questions.

If the class discussion concerns opening a checking account, and nothing is done except talk about what one does to open the account, the result is an inattentive group because of a dull discussion. But, if the teacher begins the discussion by saying, "Suppose each of you decides to open a checking account at the First National Bank," all eyes light up immediately, and the teacher can sense their attention.

Easy to Teach

It is easy to handle each part of a unit in general business in a different way so that the instruction does not fall into routine. For example, in Part I, the students answer the discussion questions; while in Part II, the questions are omitted. This keeps the students guessing as to what procedure the class will follow.

I experienced a feeling of success the first day that I taught general business—a day I shall never forget. Yes, I was scared. I did not care to teach the course to begin with; frankly, I was not interested in it. I knew from observing the students that they grew restless and inattentive when the topic was of little or no interest.

The general business class consisted of eighteen boys and six girls—twenty-two sophomores, one freshman, and one junior. Eighteen boys! How could I ever keep them under control? Fortunately, I had observed the class for a week. During that week, plans were made to teach the unit on banking. But, enthusiasm was still lacking on my part when the class period arrived.

EDITOR'S NOTE: The contributor is a student teacher at Anthony-Wayne High School in Whitehouse, Ohio. In addition to the class in general business, she teaches the other major business subjects.

I led the discussion on "How Banks Serve You and Your Community" in the most interesting way I could. The students were asked for personal opinions and they were used as the persons involved in the examples, illustrations, and questions. This method proved successful. The class period passed quickly. The students and I were so "wound up" in the discussion, we did not realize the period was over until the co-operating teacher entered the room. All we knew was that the teacher was not in the room when class started, but she was there when it ended.

After just one day, I loved it! And why? Because of my students. They were so wonderful that day. For every question I asked, there were five or six hands up in the air—some of them waving frantically for me to call on them. I could actually "feel" their attention during the entire class period. They were so eager to learn that all I had to do was show them I wanted to help.

The credit for changing my mind about teaching general business goes to the students. They make the class interesting and fun to teach. It is true that I never know that they will ask next. There are many times when I might not be able to answer some of their questions, but that is part of the fun of teaching. The students are a real challenge to my knowledge. I like their questions and examples because they show me they are thinking about what is going on in class.

During the short time I have been at Anthony-Wayne High School, I have come to know each of my students. It will be difficult to say good-bye to them when the term ends. I will be a very sad student teacher when that day arrives. With students who are so enthusiastic and a subject like general business, how can one help but like teaching?

NEXT MONTH

The March issue of the FORUM will feature the following articles:

How To Make Basic Business Alive

Basic Business—Can the Problem Be Solved?

The Activity Method of Teaching Basic Business

Evaluation in Basic Business

Basic Business Knowledges Pupils Should Know

Basic Business Education for Adults

: BUSINESS EDUCATION FORUM

WARREN G. MEYER, Editor
University of Minnesota
Minneapolis, Minnesota

DISTRIBUTION IS EVERYBODY'S BUSINESS

Contributed by Oswald M. Hager, State Board of Vocational Education and University of North Dakota, Grand Forks

THE LAY PUBLIC, as well as the educator, is beginning to realize that distribution is the heart of our economic system. Domestically and abroad we have little conflict over production or with consumption—distribution is the problem which commands an increasing amount of attention. Are educators doing their best to counsel and prepare persons for the distributive occupations?

In agricultural areas, producers of farm products through their associations are setting aside funds to study better marketing methods. Consumers are becoming better informed regarding the value and use of goods and services. The people engaged in distribution are spending more time and money to determine how they can serve better the producers and consumers. They are continually developing better marketing methods. Many distributors are also beginning to wonder if the new workers coming from the schools have the proper abilities and the interest to meet the challenge of modern distribution.

The School's Responsibility

What are the schools doing to inform the public about the importance of distribution? How can we improve the preparation of workers in this field? The schools, at all grade levels, have a major responsibility to make known the facts about distribution and distributive occupations. Distributors are anxious to cooperate.

Full potential for workers is largely determined by the objectives or goals set by them as students in school. This is their introduction to opportunities in distribution. Here they should learn of education and experience required for success in their particular choice of work.

In agricultural areas we used to hear the expression, "anybody can be a farmer." Due to the excellent courses in agriculture given by high schools, colleges and extension services this false idea is no longer heard. Are we still in the "anybody can work in distribution" era?

It is necessary that school administrators consider the importance of distribution and the value of preparing

youth for occupations in this field. More schools should offer cooperative part-time distributive education. School counselors could then assist students in securing early training and work experience.

There has been some problem in offering distributive education in the smaller schools. However, adjustments have been made and many communities of less than 2000 population offer a distributive education program. Some states have arranged for a coordinator to serve more than one community.

Fulfilling the potential in training for the distributive occupations begins with the coordinator. The interest, enthusiasm, training and experience of the coordinator will encourage the enrollment of students who have the ability to succeed in these occupations. Under this leadership, students will set their goals and welcome basic instruction and experience. The success of a distributive education program depends upon the coordinator.

Case Examples of Program Value

The following cases were reported by North Dakota coordinators: These cases show what distributive education has done for students and what they, in turn, can do for distribution.

CASE 1. This boy was bashful, retiring and had little interest in school. After he had enrolled in the distributive education program, his whole attitude changed. He was elected president of the local club and became a leader in his class. After graduation he became head of a department in a large store. He now owns his own business.

CASE 2. After completing the high school distributive education course, one young man enrolled in college and received a bachelor's degree. He now owns several specialty stores.

CASE 3. This young lady took her training with one of the local stores. She made several trips to market with the buyer for her department. Later she won a scholarship and as a result of this additional training has a responsible position with a nationally known store.

CASE 4. This girl entered the distributive education class as a shy, retiring person with average grades. Her contact with people in the store soon changed her personality. She also qualified for the honor roll in school.

CASE 5. This boy was a below-average student and handicapped because he stuttered. He became interested in the distributive subjects. When he built up self-confidence, his speech problem disappeared. Following graduation from high school, he became manager of the

EDITOR'S NOTE: In this article a state supervisor and teacher trainer expresses his views concerning recruiting and training distributive occupations students and gives suggestions as to what to do about them.

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

store. By the end of the second month he doubled the monthly sales volume. Within a year he purchased the store and managed it until he was called into service.

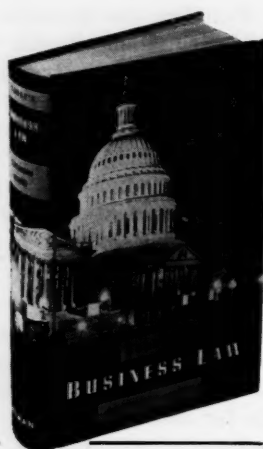
Need for Higher Education

More cooperative part-time students should be encouraged to take additional work in distributive education in colleges and universities. With basic training and work experience in high schools, these students are able to select better the courses in which they are most interested and which best serve the distributive occupations.

**For high school
business law . . .**

Today's Business Law

**by K. E. Goodman
and W. L. Moore**



- Here's a complete course in the fundamentals of business law with hundreds of *real-life* cases to illustrate important points and test your students' application of basic principles.
- The authors' simple style and crystal-like clarity arouse and maintain interest and add to the effectiveness of the presentation.
- Each section offers a *Preview*, a bird's-eye view of what appears in the section; each chapter is preceded by a *Legal Project for Discussion*, a capsule case or illustration explaining legal points in the chapter.
- Review tests are built in at the end of each section, and end-of-chapter material includes vocabulary-meaning exercises, questions, completion exercises, and cases.
- Drawing and cartoons appear throughout the book and enliven the text matter.
- Also available: a Workbook, Tests, and a Teacher's Manual.

PITMAN Publishing Corporation
2 West 45th Street, New York 36
First Name in Business Education

Better understanding and cooperation between the colleges of business administration, the junior colleges, and high schools would result in more students taking advanced work in retailing and marketing. In some localities a good working relationship already exists.

Education is a continuous process. When students leave school they are frequently advised to continue to study and to improve themselves on the job. Adult classes help to make this possible. Regardless of diplomas and academic degrees, all must continue to learn through adult classes, group meetings, conventions, trade journals, and other means.

Special technical courses are necessary to prepare for new merchandising methods and to meet the challenge of the continuously changing community. A series of planned evening school courses will prepare the worker for a more responsible position. While adult classes which are for the purpose of improving the skills and knowledge required for a particular kind of work are very important, the person who best serves his community must also participate in other classes and various kinds of group work which will broaden his outlook and service to humanity.

Distributive Education Must Meet New Demands

Without question, new sources of power and automation continue to produce more and more goods. With this will come the demand for better service. Predictions indicate that an increasingly larger percent of the working force must serve in the distribution of goods and services.

Distributors are beginning to look beyond the needs of tomorrow. They are seeking persons with vision. To many firms employment is not just hiring another employee but rather looking forward to the possibility of a future executive.

In order to meet the new demands for workers in distributive occupations, education will need to give more attention to the following points:

- Guidance—occupational information is needed to show the need and opportunities in distribution.
- Goals—with the aid of qualified coordinators, students should set vocational goals or objectives.
- Training—high schools, colleges and adult education must cooperate.
- Experience—more schools should make use of work-experience education.
- Clubs—they are needed to improve learning and the value of experience.
- Research—schools and foundations or organized groups can improve distribution and training for it through more research.
- Scholarships—financial aid and encouragement will help to meet new demands in distribution.
- Cooperation—all schools, producers, distributors and consumers must work together.

UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

A. J. KALBAUGH, Editor
Broome Technical Community College
Binghamton, New York

USE OF JOB INSTRUCTION SHEET AIDS IN DEVELOPING VOCATIONAL COMPETENCE

*Contributed by Ora Searle, Utica Free Academy,
Utica, New York*

THE EQUIPMENT in the office practice laboratory, or classroom, at Utica Free Academy includes 33 typewriters, 5 key-driven calculators, 5 rotary calculators, 5 full-key calculators, 5 transcribing machines, 2 duplicators (one mimeograph and one spirit), 1 mimeoscope with various styli, 20 filing sets, and 2 large tables for work space. For one month, typewriting is taught by the battery method with a review for two weeks of drills, letter set-up, and the like. Special stress is placed on speed and accuracy in typewriting and the importance of these two factors for the general office worker.

In addition, the instructor stresses that this is a vocational subject, which means that the class will be conducted not only to acquire knowledge and skill, but to develop such traits as cooperation, ability to get along and work with people, reliability, initiative, and the many other characteristics so necessary for success in a business office.

Purpose of Course

The purpose of the course is to prepare each student to meet the needs and requirements for an office job in Utica or suburban area. In addition to typewriting, the class investigates the job opportunities, the type of training needed, and the promotional possibilities which the initial job offers. This is accomplished by (1) students' interviews with office employees, (2) talks by personnel men from various firms in the city, and (3) visits, or reports of visits, to various offices. This study reveals that many firms have reference books or manuals with explicit directions for performing certain tasks; others have a sheet of directions for the operation of each machine; and many send a worker to school for an intensive course. This brings to the attention of the students, and impresses upon each one, that his success—his ability to earn a living and his happiness in living—depend on his capacity to benefit from these aids. He must develop certain habits; learn to adjust himself to the whims of an employer; and, above all, must possess vocational competence. He must be able to follow printed

CONTRIBUTOR'S NOTE: This article is a description of an experiment conducted at Utica Free Academy in which job instruction sheets were used in the office practice classes. The experiment grew out of the problem: What is the best method to use in meeting the diversified needs of the students?

or written directions. He must enter his first job with the idea of advancement not only for himself but also for his employer. In order to attain this goal, the student must learn to depend on his individual efforts and must realize that his ability to cooperate, to rely on his own judgment, and to be able to use initiative on many occasions will result in success in his business or adult life.

The job instruction sheet is a sound teaching device to supply training in these basic job requirements. It is an aid in teaching students how to read and follow the printed instruction. Use of the job instruction sheet makes it possible for students to progress at their own speed and exercise initiative on many occasions.

After the students understand the importance of the job instruction sheet, it is introduced and used for two weeks.

The instructor explains each part of the job instruction sheet and the purpose of each section. The job instruction sheet consists of eight parts—name of job to be performed, heading with name of student and instructor, equipment to complete the job, material to accomplish the job, directions, key points and steps, evaluation, and questions. The greatest stress should be placed on the steps and the keypoints. The relationship of the keypoint to the steps should be explained thoroughly since the step tells what to do. The keypoint shows the reference (if one is needed), or the result of the step. Each student receives one "Job Instruction Sheet #1 for Typewriting," takes it for the homework assignment, and understands that he is to start work on it immediately at the beginning of the class period the next day. The instructor explains that this parallels an office situation and teaches the individual to start his work immediately upon arrival at his desk. There is no preliminary opening of the class since each student is busy at his desk with his own problem. Of course, there are many in the group who need individual attention. It is helpful to go over the job instruction sheet and explain each step and keypoint in detail and with patience—this may be done individually or in a small group. A few minutes before the end of the period, the class is called to attention and a discussion of problems is urged to clarify any obstacle for the efficient use of the sheets.

Self-reliance is one of the important traits for the student to develop. This is done by showing the class the files in which the job instruction sheets are stored and by instructing them to obtain copies from the files in the future. In the meantime, the instructor posts an entire set of the job instruction sheets for typewriting

on the bulletin board with page numbers in red. This will enable students to get the assignment as they enter the room, or as they finish the day's work. For most of the students, it is a new educational experience and for many it is interesting, practical, and worthwhile.

At the end of the two weeks when the job instruction sheets for typewriting (acquaintanceship level) have been finished, the students know where to find the sheets in the files. Some members of the class may finish more than the acquaintanceship level. The members of the class are always eager to be divided into groups and look forward to the new set-up. The display of enthusiasm and interest for this type of classroom procedure is much in evidence.

It is wise to spend one period with the class to explain how the rotation plan will work. The job instruction sheets for the new work are posted on the bulletin board with page numbers in red; the chart of work periods is also posted so that each student knows how much time is allotted for each set of job instruction sheets. The instructor may take one particular job instruction sheet—explain it, bring a machine to the front of the room, and demonstrate each step and keypoint. This should be done three times; first, very slowly; the next time, more rapidly; and the third time, very rapidly. Time should be allotted to answer questions and to instruct the class on how and where to obtain needed job instruction sheets from the files. If it is required that each

student turn in the sheet with his finished work and with questions answered at the end of each sheet, a rapid glance at these answers will enable the instructor to ascertain quickly whether these job instruction sheets have been used correctly or incorrectly. There will be those who need individual help. It will be an aid if the student works a job instruction sheet step by step for the instructor with special emphasis to show the relationships of keypoint to step.

The results of the experiment have been gratifying. In the old days so much time was wasted with the change from one group to another. Now they get the job instruction sheet and go to the next job with apparent ease. Many of students finish the allotted job ahead of schedule. There is no need to wait since they move as rapidly as they wish. This has proven to be a great incentive. The slow learner is not competing with them, so everyone is happy with his own effort and result.

The students like the new technique and employers are pleased with the ability of our graduates to produce satisfactory work. Many businessmen call the school requesting "another worker as good as Bob or Mary." This is most gratifying to the teachers because often the "Bob or Mary" mentioned was a slow learner. So with these results, job instruction sheets, with some variations, will be continued until a better and more efficient plan has been found to assist students in acquiring the production standards business wants.

ANNOUNCING — The Great NEW 7th Edition 20TH CENTURY TYPEWRITING

By D. D. Lessenberry, T. James Crawford, and Lawrence W. Erickson

20TH CENTURY TYPEWRITING again makes another major contribution to the teaching of typewriting. Many new techniques and devices have been added to those that have proved so valuable and popular in previous editions. This assures a book of unquestioned superiority in developing a higher typing skill easily and rapidly. An unusually attractive layout with the use of color plus a simplified, psychologically sound presentation of each lesson make it a book that the student and the teacher will enjoy using.

Here are only a few of the innovations used in the new seventh edition: (1) A new, proved pattern for covering the whole keyboard; (2) Simplification and careful grading of skill-building material; (3) Uniform right-hand margins in first fifty lessons; (4) Four-word count in goal typing; (5) Precalculated words a minute for timed writings; (6) A new, unique method of introducing the business letter; and (7) Simplification of teacher and student directions.

20TH CENTURY TYPEWRITING, Seventh Edition, is a truly new book, a different book, designed to give better results in *your* classroom.

SOUTH-WESTERN PUBLISHING CO.

(Specialists in Business and Economic Education)

Cincinnati 27

New Rochelle, N. Y.

Chicago 5

San Francisco 3

Dallas 2

UBEA

THE ASSOCIATIONS UNITED FOR BETTER BUSINESS EDUCATION

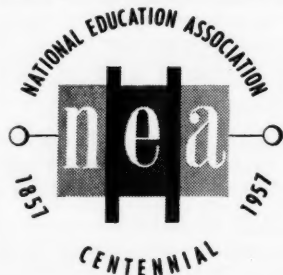
UBEA-Smead Award

Nominations have been received from most of the business teacher education colleges that are eligible for participation in the UBEA-Smead Award Program. The program is designed to help stimulate professional interest and development through active participation in professional organizations. The candidates will receive a 1957-1958 membership in UBEA and a leather-bound volume of 1956-57 issues of the FORUM.

The program is sponsored by the United Business Education Association (NEA) and the Smead Manufacturing Company. Award winners are selected by the respective colleges. The presentation is made usually at a special luncheon or awards-day assembly at the college.

In cooperation with the National Association of School Secretaries, the Smead Manufacturing Company has designed a set of guides to accompany the NASS publication, "File It Right." The NASS is a department of the National Education Association and is a UBEA cooperating organization.

NEA Centennial Corner



The NEA Centennial seal, designed by Robert Kaupelis, a student at Columbia University, was selected by the Centennial Art Design Project Committee of the National Art Education Association. Mr. Kaupelis describes the symbolism in the design as follows:

"The three rectangles containing the letters NEA stand for the national, state, and local levels of the National Education Association. The unity of these levels is indicated by the use of related or analogous colors. The two keys also indicate the unified nature of this national organization and serve to point up the fact that through the cooperation of local, state, and national levels we are working to achieve education and democracy which are represented by the two pillars on which hinge all of our endeavors."

Schedule for Celebration

The Planning Committee for the Centennial Celebration for Business Education has announced the appointment of Faborn Etier, head, Department of Business Education, University of Texas, Austin, as publicity chairman for the week-long celebration in Dallas. Dr. Etier has released the following schedule of sessions:

Part I—Future Business Leaders of America

Monday, June 17

FBLA National Convention
Registration of Members and Sponsors
Opening Ceremonies and General Session
Sectional Meetings
Open House

Tuesday, June 18

General Sessions
Discussion Circles
National Contests

Wednesday, June 19

Discussion Groups
General Session
Business Meeting
Closing Banquet

Part II—Professional Associations

Wednesday, June 19

Mountain-Plains Business Education Association, Executive Board Meeting
Registration of Members and Guests
See Dallas Tour

Thursday, June 20

UBEA Representative Assembly
Discussion Circles
Official Opening of Exhibits
General Meeting—Opening Ceremonies
Keynote Address
Model FBLA Installation
Luncheon Featuring Business Teacher Education

General Meeting—Vital Issues in Business Education
Delta Pi Epsilon Dinner
Texas Open House

Friday, June 21

10,000 Club Breakfast
Sectional Meetings—Bookkeeping, Basic Business, Distributive Education, and Retailing
Discussion Circles—Vital Issues
General Session—Business Education Around the World
Sectional Meetings—Typewriting, Shorthand, Office and Clerical Practice
Pioneers Banquet

Saturday, June 22

Breakfast—Special Groups
General Session—A Probe Into the Future
Local and State Programs
Centennial Luncheon
Closing of Celebration
Executive Meeting of National Council for Business Education

Part III—Tour to Mexico

Saturday, June 22

Tour to Mexico (see next page for itinerary)

E. C. McGill of Kansas State College, Emporia, is chairman of the program committee. Vernon Payne of North Texas State College is general chairman for the Dallas portion of the celebration.

American Education Week

The sponsors committee for American Education Week has announced that November 10-16, 1957, will be the dates for the annual observance of this important school-community activity. The committee has outlined the following daily topics:

November 10—Education for Moral Values
November 11—Education for Responsible Citizenship
November 12—What Our Schools Should Achieve
November 13—Ways to Provide Better Education
November 14—Our Community's Teachers (National Teachers Day)
November 15—Our School-Community Relationships
November 16—Our Own Responsibility for Better Schools.

American Education Week is sponsored by the National Education Association, the American Legion, U. S. Office of Education, and the National Congress of Parents and Teachers.

The purposes, as stated by the sponsors, are to: (1) increase public understanding and appreciation of education; (2) explain the modern school—the present day curriculum, current teaching materials, and the newer teaching methods; (3) increase pupil appreciation of their school; (4) reveal school needs and problems; and (5) strengthen the bonds of cooperation in the all-year program of school community relationships.

IN ACTION

Let's Go to Mexico

The itinerary for the Mexican tour which is a part of the Centennial Celebration for Business Education next June has just been released by Ruth I. Anderson, who is in charge of arrangements for the tour. The 15-day trip to Mexico is sponsored jointly by the International Society for Business Education and North Texas State College and will carry three hours' graduate credit.

Those registering for the tour will leave for Mexico via Greyhound Charter Coach on Saturday, June 22, immediately after the closing luncheon of the Centennial Celebration for Business Education in Dallas. The itinerary has been planned to include tours of special interest to educators in addition to places ordinarily visited by tourists. A professional guide will accompany the group from Nuevo Laredo.

ITINERARY

- June 22—Lv. Dallas, 2:00 P.M.
Ar. San Antonio, 8:00 P.M.
Gunter Hotel—1 Night
- June 23—Lv. San Antonio, 8:00 A.M.
Ar. Laredo, Texas, 11:30 A.M.
Lunch—Clear Customs—
Change to Transporte Del Norte Charter Coach.
Lv. Laredo, 1:00 P.M.
Ar. Monterrey, 4:30 P.M.
Monterrey Hotel—2 Nights
- June 24—Monterrey City Tour (including stop at two factories, and Monterrey Technical Institute and Horse Tail Falls Tours. (9:00 A.M.-3:00 P.M.)
- June 25—Lv. Monterrey, 8:00 A.M.
Ar. Ciudad de Valles, 5:00 P.M.
Hotel Taninul—1 Night (American Plan)
- June 26—Lv. Ciudad de Valles, 9:00 A.M.
Ar. Mexico City, 5:00 P.M.
Geneve Hotel—5 Nights
- June 27—City Tour, 10:00 A.M.-3:00 P.M.
- June 28—City Tour, 10:00 A.M.-2:00 P.M.
- June 29—Puebla and Cholula, 9:30 A.M.-7:30 P.M.
- June 30—The Gardens of Xochimileo and Bullfights, 9:00 A.M.
- July 1—Begin 4-day Package Tour of Cuernavaca, Taxco, and Acapulco, 8:00 A.M.
- July 4—Ar. Mexico City, 2:00 P.M.
Afternoon and evening free
Geneve Hotel—1 Night

- July 5—Lv. Mexico City, 8:00 A.M.
Ar. Ciudad de Valles, 5:00 P.M.
Hotel Taninul—1 Night, 2 meals
- July 6—Lv. Ciudad de Valles, 8:00 A.M.
Ar. Matamoros, Mexico, 6:00 P.M.
Clear Customs and Cross the Border
Ar. Brownsville, Texas, 6:30 P.M.
- July 7—Lv. Brownsville, 7:00 A.M.
Ar. Dallas, 9:00 P.M.

The tour includes: Transportation on air-conditioned chartered Greyhound coach—Dallas to Laredo and Brownsville to Dallas; transportation from Laredo to Mexico City and return to Brownsville via Transporte Del Norte chartered coach; sightseeing tours as outlined on itinerary by Auto Viajes, hotel accommodations for 15 nights on share twin room basis, and 12 meals.

TOUR HIGHLIGHTS

Monday, June 24. City tour of Monterrey and Horse Tail Falls via Transporte del Norte charter bus.

Thursday, June 27. The morning city tour includes visits to the largest cathedral in America (built in 1573); the National Palace (Capitol Building), which houses the Chief Executive Offices, and among other things contains notable murals painted by Diego Rivera; the National Museum, a splendid collection of archaeological pieces, ancient jewelry, pottery, and a rich variety of hand carved idols; a glass factory where the art of glass blowing is still practiced as it was centuries ago. The residential section of Chapultepec Heights; Chapultepec Park with its wonderful castle where Maximilian and Carlotta established their imperial residence (currently it is a museum); and the Flower Market.

Friday, June 28. The afternoon city tour includes educational centers such as National Polytechnic Institute and National Normal School. Also visits to the Ministry of Communications Building, a magnificent display of modern art built by Architect Perez Palacios, the beauty of its stone mosaic facing is matchless; Iglesia De San Juan Bautista, originally built during the time of Cortez; Convento Del Carmen (in its sacristy are some beautiful Villapando's paintings and you can also visit the well-preserved mummies of numerous friars which were found

during the turbulent days of the Mexican Revolution; and the Museum of the Ex-Convent of Churubusco that holds interesting colonial and historical relics. The Ex-Convent has a particular significance in the history of Mexico.

Saturday, June 29. Our first stop on the Puebla and Cholula tour is the textile town of San Martin Texmelucan. On the southward drive we pass the village of Huejotzingo, famous for its fruit groves and home-made cider, to reach the town of Cholula with its countless churches. Puebla is an outstanding educational center noted for its colonial architecture. Sightseeing also includes visiting the Cathedral, the Church of Santo Domingo, the Hidden Ex-Convent of Santa Monica, pottery and onyx factories, and a drive by the forts of Loreto and Guadalupe which were defended by the Mexican troops during the French invasion.

Sunday, June 30. The Xochimileo and Bullfights tour includes visits to the Palace of Fine Arts, which is one of the best examples of architecture from the first part of the century. In the main forum of its theater, the crystal curtain is the most wonderful stage curtain in the world. Its designs represent Mexico's snow-capped volcanoes, Ixtaccihuatl and Popocatepetl. The curtain is made of small pieces of glass.

Monday, July 1. Acapulco, Taxco, and Cuernavaca, Santa Prisca Church, Figueroa's Art Studio and Silver Factories are among the places to be visited.

Wednesday, July 3. A three-hour sightseeing visit that includes the Bay area, Caleta and Hornos Teaches, and downtown shopping center. The afternoon will be free.

Thursday, July 4. The hotel motor boat tour is available if desired.

Persons desiring further information regarding the tour should address their inquiries to Dr. Ruth I. Anderson, North Texas State College, Denton, Texas.

COME ONE, COME ALL!

**Centennial Celebration for
Business Education**

Dallas, Texas June 17-22, 1957

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATIONS

Alabama Business Education Association
 Arizona Business Educators' Association
 Arkansas Education Association, Business Education Section
 California Business Education Association
 Chicago Area Business Educators' Association
 Colorado Business Education Association
 Connecticut Business Educators' Association
 Delaware Commercial Teachers Association
 Florida Business Education Association
 Georgia Business Education Association
 Greater Houston Business Education Association
 Idaho Business Education Association
 Illinois Business Education Association
 Indiana State Teachers Association, Business Education Sections
 Inland Empire Commercial Teachers Association
 Iowa Business Teachers Association
 Kansas Business Teachers Association
 Kentucky Business Education Association
 Louisiana Business Education Association
 Maryland Business Education Association
 Minnesota Business Education Association
 Mississippi Business Education Association
 Missouri State Teachers' Association, Business Education Section
 Montana Business Education Association
 Nebraska Business Education Association
 New Hampshire Business Educators' Association
 New Jersey Business Education Association
 New Mexico Business Education Association
 North Carolina Education Association, Business Education Section
 North Dakota Education Association, Business Education Section
 Ohio Business Teachers Association
 Oklahoma Commercial Teachers Federation
 Oregon Business Education Association
 Pennsylvania Business Educators' Association
 Philadelphia Business Teachers Association
 St. Louis Area Business Education Association
 South Carolina Business Education Association
 South Dakota Business Teachers Association
 Tennessee Business Education Association
 Texas Business Education Association
 Tri-State Business Education Association
 Utah Business Teachers Association
 Virginia Business Education Association
 Washington (Eastern, Central, and Western) Business Education Associations
 West Texas Business Education Association
 West Virginia Education Association, Business Education Section
 Wisconsin Business Education Association
 Wyoming Business Education Association

UBEA REGIONAL ASSOCIATIONS

Southern Business Education Association
 Western Business Education Association
 Central Region of UBEA
 Mountain-Plains Business Education Association

EASTERN REGION

New Hampshire

Officers of the New Hampshire Business Educators Association for the current year are: President, Donald H. Peterson, Pinkerton Academy, Derry Village; vice president, Mabel Wilbur, Lebanon High School, Lebanon; and secretary-treasurer, Florence Flint, Thayer High School, Winchester. Agnes Riley, Plymouth High School; Margaret Klaybor, Hanover High School, Hanover; and Richard Dyer, Portsmouth High School, Portsmouth, are directors of the association.

Pennsylvania

The Pennsylvania Business Educators Association has scheduled two conferences for the month of April. The Eastern Sectional Conference will be held at Wilkes College, Wilkes-Barre, on Saturday, April 6. On Saturday, April 13, the Western Sectional Conference will be held in the Kittanning High School, Kittanning.

The theme for the Eastern Section is "A Forward Look at Business Education." Registration and a coffee hour will precede the general session.

At the general session, Hamden L. Forkner, Teachers College, Columbia University, will give the keynote address. He will speak to the group on the topic, "Is Business Education in an Isolation Booth?"

Sectional meetings will follow the general session. They are as follows.

TYPEWRITING. Topic—"A Forward Look at Typewriting." Speaker—Marion Wood, International Business Machines Corporation, New York City. Chairman—Catherine McManmon, Myers High School, Wilkes-Barre.

OFFICE PRACTICE. Topic—"A Forward Look at Office Practice." Speaker—Elizabeth T. Van Derveer, Montclair State Teachers College, Montclair, New Jersey. Chairman—Helen Kulp, Lower Merion High School, Ardmore.

SALES. Topic—"A Forward Look at Sales." Speaker—John M. Aichele, Milton Hershey High School, Hershey. Chairman—Galen V. Jones, William Penn Senior High School, York.

GENERAL BUSINESS. Topic—"A Forward Look at General Business." Speaker—James Gemmell, Pennsylvania State University, University Park. Chairman—Jennie C. Savignano, Immaculata College, Immaculata.

BOOKKEEPING. Topic—"A Forward Look at Bookkeeping." Speaker—Hamden L. Forkner, Teachers College, Columbia University, New York City. Chairman—Morgan Foose, Manheim High School, Manheim.

SHORTHAND. Topic—"A Forward Look at Shorthand." Speaker—Howard Newhouse, Gregg Publishing Division, McGraw-Hill Book Company, Inc., New York City. Chairman—Willard Christian, Williamsport Senior High School, Williamsport.

A luncheon session will complete the program for the Eastern Section. Eugene P. Bertin, Assistant Executive Secretary of the Pennsylvania Education Association will be the speaker. He will speak on the topic, "Is Business More Than Bread?"

The presentation of a plaque by the PBEA to a recognized state leader of business education will be made at the luncheon session. This year's award will be presented to Etta C. Skene, Chairman, Department of Business Education, Shippensburg State Teachers College.

Frank Radice, Williamsport Area Joint High School, is chairman of the program committee. The local chairman is Dana H. Verry, Wilkes College, Wilkes-Barre.

Western Section

"The \$64,000 Challenge in Business Education" is the theme for the Western Conference. At the general session, a panel moderated by Mary George, Peabody High School, Pittsburgh, will discuss some of the challenges for business teachers. The panel will consist of George Anderson, University of Pittsburgh, whose subject will be "Can Johnny Read His

Business Education Textbooks?" Carol Flannick, Swissvale High School, will discuss "Can We Teach Our Students Personality?" Ann Guckenberger, Assistant Director of Personnel, United States Steel Corporation, will answer the question, "Why Should We Sell Business Education to Our High School Students When Large Companies Seem to Prefer College Trained Personnel?"

Kenneth A. Shultz, president of the association, will preside over the general session. A series of section meetings on typewriting, shorthand, and bookkeeping will take place immediately following the general session. Frank F. Sanders, Senior Supervisor of Business Education, Pittsburgh Public Schools, and John McMullen, Training Director, Mellon National Bank, Pittsburgh, will be among the speakers. Mr. Sanders will discuss, "How Can We Predict Success in Shorthand?" Mr. McMullen will address the group on the timely topic, "How Will Automation Affect Placement of Our Bookkeeping Students?"

At the luncheon Sally Clark, of New York City will be the speaker. Miss Clark is editor of "Today's Secretary." T. H. Penar, Grove City College, will introduce the speaker.

The program chairman for this conference is Ida Grace Routh, Peabody High School, Pittsburgh. The arrangements chairman is Madge B. Stewart, Joint Senior High School, Kittanning.

SOUTHERN REGION

South Carolina

The South Carolina Business Education Association will hold its annual spring meeting in Columbia on Friday, March 29. Both the general session and the luncheon will be in the assembly hall at the University of South Carolina. Virginia Ellis and Sunnie Hudson are in charge of local arrangements.

This meeting will mark the 35th anniversary of SCBEA. Plans are being made to honor all past presidents of the association at this luncheon.

Estelle Popham of Hunter College, New York City, will be the guest speaker. The president of the Southern Business Education Association, Harry Huffman, Virginia Polytechnic Institute, will be a special guest.

Marguerite Hendrix of Taylors High School is the current president of the association.

REPORT OF SOUTHERN CONVENTION

By Hulda Erath, SBEA Editor

The 1956 convention of the Southern Business Education Association was marked for the success that it was by the careful organization and direction of SBEA's gracious president, Gladys Johnson of Little Rock, Arkansas, and the fine work of the local committee under the chairmanship of William P. Warren of Enka, North Carolina.

On the evening before Thanksgiving, conventioners began to gather at the George Vanderbilt Hotel in Asheville, North Carolina. Amid the gay and hearty greetings of friends, members of the executive committee found themselves reluctant to withdraw from the bustling crowd to consider the work of the association.

At the UBEA 10,000 Club Breakfast, a large group of enthusiastic UBEA-SBEA members had an opportunity to meet some of the national leaders. It was pointed out by the UBEA president, Theodore Yerian, that the Southern Region is represented on the UBEA Executive Board by three SBEA past presidents—Vernon Musselman, Frank Herndon, and Parker Liles—and by Lucille Branscomb, a current member of the SBEA Executive Committee.

At the close of the breakfast, representatives of state associations in the Southern Region, SBEA officers and directors, and others joined the UBEA officers for the annual meeting of the UBEA Representative Assembly. Here the group discussed ways of promoting better business education at the local, state, and national levels.

Thanksgiving Day brought a very light snow flurry to the delight of those who came from the deepest of the Deep South and perhaps to dismay of others for whom it foretold the onset of more bleak cold days ahead. The morning hours were filled with many activities—Thanksgiving church services, commercial exhibits, tours in the Land of the Sky—as well as with the business of the convention which required numerous and varied small group conferences or committee meetings.

That afternoon a reception was held in the Vanderbilt Room. Members, guests, and exhibitors enjoyed the hospitality of the North Carolina teachers who were represented by the reception committee composed of Mary Long, Ruby Cox, Bob and Rachel Chapman, Rowena Wellman, Mathilde Hardaway, Jean Wood, and Eva Russell.

One of the highlights of the convention was the keynote address given at the Fellowship Dinner by the second vice-president, Theodore Woodward of George Peabody College for Teachers, Nashville, Tennessee. Speaking of "Automation and Education," Dr. Woodward emphasized that automation in industry should not be feared, but rather there must be understanding of it. To achieve such understanding, educators will have to adjust their thinking and educational objectives to meet the challenges created by automation.

As the day came to a close there was yet an hour or two for relaxation and fun at the North Carolina Open House where the Enka Square Dance Team entertained with intricate and fascinating dance routines and many useful and attractive prizes were distributed among the guests. Ruby Cox of Mars Hill and Odell Nasser of Leaksville were in charge of the Open House.

An FBLA meeting at which Marguerite Crumley of Richmond, Virginia, presided was first on the agenda for Friday. The meeting was held in the form of a breakfast, and each table group became an informal panel discussion group. Leaders and consultants included the chairmen of State Committees and presidents of state chapters. Distributed among the group were Lucille Branscomb, Garland Ward, Howard Abel, Mary Ellen Smith, Ann Tackett, Ethel Plock, Charles Hughes, Richard Clanton, Sonny Kolb, James White, Rita Heape, Owen Burroughs, George Waggoner, Joe Millsaps, Mrs. Eunice Smith, Darla Hodge, Alberta Anderson, Mary Ann Lewellen, and Armon J. Lawrence.

First General Session

Participating in the first general session were Gladys Johnson, presiding officer; H. M. Tomberlin of Enka who gave the invocation; T. C. Roberson who brought greetings from the Asheville Schools; and Reed Davis of West Virginia who gave the response.

The ensuing discussion, "The Next Century in Business Education," was the basis for serious thinking of present day business educators who are looking to the future. Dr. Woodward served as chairman for the panel which included Elvin S. Eyster, University of Indiana, Bloomington, Indiana; Hamden L. Forkner, Teachers College, Columbia University, New York City; D. D. Les-

senberry, University of Pittsburgh; and Robert E. Slaughter, McGraw-Hill Book Company, New York City. The result was the re-emphasis of the previously recognized great need for supplementing skills with a broad general education, and the importance of a sound philosophy, economic understandings and guidance to the business teacher education program.

Hollis Guy, executive director of the United Business Education Association spoke to the group on "Our Professional Associations in the Years Ahead." Mr. Guy urged the members to participate in the activities planned for observing the centennial year, 1957, of the National Education Association.

SBEA was honored this year by having the first of the "rotated" annual Delta Pi Epsilon lectures. Presiding at the DPE luncheon was Vance T. Littlejohn of the Woman's College of the University of North Carolina, Greensboro, and sponsor of Zeta chapter. J. Gordon Dakins, executive vice president, National Retail Dry Goods Association, New York City, spoke on "Trends in Merchandising and Their Effect on Education." Mr. Dakins very ably directed the attention of the assembly to the golden opportunities open to those who would pursue a career in merchandising.

Annual Banquet

A third brilliant and entertaining lecturer to appear before the convention was James Scott Long, a distinguished professor at the University of Louisville (Kentucky), who spoke at the Annual Banquet on "The Influence of Science in Business and Business Education." Dr. Long summarized most effectively the power potential of science in present day developments and its subsequent demands upon the teacher to devote some of his time to scientific readings in order to keep abreast of technological changes as they bear upon business and industry.

Sectional Meetings

Reports from the divisional and sectional meetings which were held Friday afternoon and Saturday morning indicate that these special groups participated interestedly in the study of problems pertaining to their various areas. The list of presiding officers and speakers follows:

Secondary Schools. Presiding—Ethel Hart, Southern State College, Arkansas. Speaker—Elvin S. Eyster, Indiana University. Topic—"When Is a Teacher At Her Best?"

Private Business Schools. Presiding—

R. A. Evans, Gastonia, North Carolina. Speaker—C. G. Smith, Office Manager, Tennessee Eastman Company, Kingsport, Tennessee. Topic—"What the Businessman Desires and Expects of Office Employees."

Junior Colleges. Presiding—James W. Childers, Montevallo, Alabama. Speakers—James E. Colbert, Coker College, Hartsville, South Carolina; and J. Curtis Hall, Virginia Polytechnic Institute, Blacksburg, Virginia. Topics—"Administration and a Good Business Education Department" and "Improving Secretarial Training."

Colleges and Universities. Presiding—Gerald Robins, Athens, Georgia. Panel—J. Alvin Dickinson, University of Arkansas; Leslie Whale, Detroit Public Schools; Sara Anderson, Madison College, Harrisonburg, Virginia; Maxie Lee Work, University of Mississippi; and Wilson Ashby, University of Alabama. Topic—"Business Teacher Education—A Look into the Future."

Basic Business. Presiding—Evelyn M. Babb, University of Florida, Gainesville, Florida. Speaker—Ray G. Price, University of Minnesota, Minneapolis, Minnesota. Topic—"New Adventure in Teaching General Business."

Clerical Practice. Presiding—James W. Crews, Gainesville, Florida. Panel—Dorothy Travis, Grand Forks, North Dakota; Lloyd Gaskins, Norfolk, Virginia; and Mildred Witten, Atlanta, Georgia. Topic—"Meeting the Challenge of a Clerical Practice Program in the High School."

Administration and Supervision. Presiding—Arthur Walker, Richmond, Virginia. Panel—D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania; Elvin S. Eyster, Indiana University, Bloomington; Hamden L. Forkner, Teachers College, Columbia University, New York City; Vance T. Littlejohn, The Woman's College, University of North Carolina, Greensboro; and Vernon Musselman, University of Kentucky, Lexington. Topic—"Supervision for Better Teaching."

Private Business School Teachers' Round Table. Presiding—R. A. Evans, Gastonia, North Carolina. Panel—Charles Palmer, Palmer College, Charleston, South Carolina; Mary F. Crump, Jones Business College, Jacksonville, Florida; C. C. Steed, Steed College of Technology, Johnson City, Tennessee; W. D. Ratchford, Evans College of Commerce, Concord, North Carolina; and M. O. Kirkpatrick, King's Business College, Charlotte, North Carolina. Topic—"What Is Desired and Expected of the Teacher

in Meeting the Challenge of Supplying Efficient Office Help?"

Bookkeeping and Accounting. Presiding—Nellie E. Dry, Boone, North Carolina. Speaker—Harry Finkleman, Concord College, Athens, West Virginia. Topic—"Practical Methods of Teaching Bookkeeping and Accounting."

Secretarial. Presiding—Hollie W. Sharpe, Murfreesboro, Tennessee. Panel—Armon J. Lawrence, University of Mississippi, University; Madeline Strony, McGraw-Hill Book Company, New York City; and Theodore Yerian, Oregon State College, Corvallis. Topic—"Challenges for the Teaching of Secretarial Science in the Next Century."

Final Session

During the final general session on Saturday morning, the vice president, Harry Huffman served as chairman. Reports from the discussion groups were given by: Marguerite Crumley, Richmond, Virginia—"An Honors Program in Secretarial Training;" John Lambert, Richmond, Virginia—"Teaching Business Education Classes of Students of Widely Varying Abilities;" Catherine Baker, Atlanta, Georgia—"Extra-Curricular Activities in Business Education;" Lewis R. Toll, Normal, Illinois—"The Program of the National Association of Business Teacher-Training Institutions;" Hulda Erath, Lafayette, Louisiana—"Using Research in the Business Education Classroom."

Following a resume of the convention findings presented by Frank Herndon of Mississippi State College for Women, Columbus, and a past president of the association, the convention drew to a close with the presentation of the roster of 1957 officers.

SBEA OFFICERS, 1957

President—Harry Huffman, Virginia Polytechnic Institute, Blacksburg; First Vice-President—Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee; Second Vice-President—Z. S. Dickerson, Jr., State Teachers College, Florence, Alabama; Secretary, Eleanor Patrick, Chester High School, Chester, South Carolina; Treasurer—Vernon Anderson, Murray State College, Murray, Kentucky; Editor—Hulda Erath, Southwestern Louisiana Institute, Lafayette, Louisiana; Membership Chairman—Ethel Hart, Southern State College, Magnolia, Arkansas; Past President—Gladys E. Johnson, Central High School, Little Rock, Arkansas; New State Representatives—Maria Culp, Winthrop College, Rock Hill, South Carolina; Sue Waddell, Oak Ridge High School, Oak Ridge, Tennessee; and Nora Goad, Stonewall Jackson High School, Charleston, West Virginia.

WESTERN BUSINESS EDUCATION ASSOCIATION

YOU ARE INVITED . . .

The Western Business Education Association (UBEA), extends a cordial invitation to all business teachers to attend the 1957 convention in Salt Lake City, Utah. Convention headquarters will be at the beautiful Hotel Utah. The convention theme will be developed in four areas: (1) Professional Growth, (2) The Improvement of Instruction, (3) Improvement of Curriculum, and (4) Better Selection and Preparation of Business Teachers.

Those who attend the Western Convention year after year are aware of the friendliness, hospitality, and expertness of the business teachers who serve as hosts, local chairmen, and committeemen, and who are largely responsible for providing a smooth-running and enjoyable convention. This year, Iris Irons of Salt Lake City is the convention chairman. The local committee has been working hard to produce one of the finest conventions you will be privileged to attend.

Come greet your friends and enlarge your acquaintances by meeting new friends at the informal reception on Wednesday evening. Spend time with our exhibitors who are anxious to welcome and assist you in learning the latest innovations in textbooks, materials, office machines, and classroom equipment.

You will enjoy the colorful annual WBEA banquet and the dance that follows in Hotel Utah's Starlite Gardens.

Bring your problems to the discussion groups on Thursday and Friday. These groups offer an opportunity for participation in the area of your choice.

You will want to see and meet the first president of UBEA, Hamden L. Forkner of Teachers College, Columbia University, New York City; and the current president, our own Theodore Yerian. Hollis Guy, Joseph DeBrum, and other members of the National Council will be there, too. You will want to see and meet some of our guest speakers—Madeline Strony, R. D. Cooper, Robert Thompson, A. J. McNay, Alan C. Lloyd, Howard B. Gunderson, Earl G. Nicks, Robert Ruegg, and E. C. McGill.

If you sponsor a chapter of FBLA or are thinking about converting your present business club into a chapter, come meet the national Vice President for the Western Region, Louann Schlies.

You will want to take the tours that have been arranged for your pleasure and information. If this is your first convention, you will want to spend every minute absorbing the many helps that are available.

And what will all this cost you? The registration fee is \$2. The convention entertainment expense will be \$10. This amount includes the banquet ticket and dance, two luncheons, the reception, and the visits to the hospitality headquarters during your three-day stay.

Rooms at Hotel Utah are from \$7 for a single room to \$11 for a double room, or \$14 for a double room with twin beds. For information and reservations write to Mrs. Mary M. Jensen, 130 South 13th East, Salt Lake City, Utah.

REPRESENTATIVE ASSEMBLY

Dorothy L. Travis, UBEA Liaison Officer for UBEA Affiliated Associations, urges all members of the associations united to attend the Representative Assembly on April 17. You will want to attend the 10,000 Club Breakfast, too.

CONVENTION PROGRAM

Theme: Better Business Teaching in Our Profession

WEDNESDAY, APRIL 17

1:30 p.m. UBEA Representative Assembly, Western Regional Meeting

PLACE: Little Theater

PRESIDING: Theodore Yerian, Oregon State College, Corvallis; President, United Business Education Association
ROLL CALL and Accrediting of Delegates of Affiliated Associations: Hollis Guy, Executive Director, UBEA, Washington, D. C. (This session is open to all members of UBEA-WBEA.)

7:00 p.m. General Session

PLACE: Little Theater

PRESIDING: Iris Irons, L. D. S. Business College, Salt Lake City; Convention Chairman

WELCOME: E. Allen Bateman, Utah State Superintendent of Public Instruction, Salt Lake City

PRESENTATION OF WBEA OFFICERS: Jesse R. Black, President, WBEA

INTRODUCTION OF GUESTS: Ina Doty, Utah State Agricultural College, Logan, Program Chairman

PREVIEW OF CONVENTION: Greetings, Responses, and Agenda

8:30 p.m. Reception for Members, Guests, and Exhibitors

PLACE: Jade Room

CHAIRMAN: Nellie Ray, Snow College, Ephraim, Utah

THURSDAY, APRIL 18

7:30 a.m. 10,000 Club Breakfast

PLACE: Coffee Shop, Hotel Utah

8:00 a.m. Registration for Members, Exhibitors, and Guests

PLACE: Mezzanine Foyer

8:45 a.m. General Session

PLACE: Junior Ballroom

KEYNOTE SPEAKER: Hamden L. Forkner, Teachers College, Columbia University, New York City

TOPIC: Is Business Education in an "Isolation Booth"?

10:00 a.m. Fellowship

PLACE: Mezzanine Foyer

10:30 a.m. Shorthand Discussion Group

PLACE: Room C 38

SPEAKER: Madeline Strony, Gregg Publishing Division, McGraw-Hill Book Company, Inc., New York City

SUBJECT: Shorthand and the Formula Diet (A teaching demonstration)

Bookkeeping Discussion Group

PLACE: Room C 39

SPEAKER: R. D. Cooper, South-Western Publishing Company, Cincinnati, Ohio

Teaching Aids Discussion Group

PLACE: Room C 42

SPEAKERS: Robert Thompson, South-Western Publishing Company, San Francisco, California

Allison J. McNay, Standard Oil of California, San Francisco, California

: BUSINESS EDUCATION FORUM

ON Salt Lake City, Utah, April 17-19, 1957

12:15 p.m. Convention Luncheon

PLACE: Roof Garden

PRESIDING: Max Marguardson, Richfield High School; President, Utah Business Teachers Association

SPEAKER: Milton R. Merrill, Dean, Utah State Agricultural College, Logan

2:00 p.m. General Session

PLACE: Junior Ballroom

SPEAKER: Hamden L. Forkner, Teachers College, Columbia University, New York City

SUBJECT: Developing an Action Curriculum for Business Education

3:00 p.m. Fellowship

PLACE: Mezzanine Foyer

3:15 p.m. Typewriting Discussion Group

PLACE: Room C 38

SPEAKER: Alan C. Lloyd, Gregg Publishing Division, McGraw-Hill Book Company, Inc.

SUBJECT: Does It Run by Steam? (A demonstration of a model typewriting lesson)

Employment Testing Discussion Group

PLACE: Room C 39

SPEAKER: Howard B. Gunderson, Kennecott Copper Corporation, Salt Lake City, Utah

SUBJECT: A Testing Program for Prospective Clerical and Accounting Employees

Merchandising and Salesmanship Discussion Group

PLACE: Room C 42

SPEAKER: To be announced

4:45 p.m. Exhibit Visitation

PLACE: Mezzanine Foyer

6:15 p.m. Convention Banquet

PLACE: Roof Garden

PRESIDING: Jesse R. Black, President, WBEA

CHAIRMAN: Ethelyn Taylor, Brigham Young University, Provo, Utah

SPEAKER: Earl G. Nicks, Underwood Corporation, New York City

SUBJECT: Automation: Past, Present, and Future

8:30 p.m. Convention Dance

PLACE: Roof Garden

CHAIRMAN: Laraine Egan, Olympus High School, Salt Lake City, Utah

FRIDAY, APRIL 19

8:45 a.m. Business Machines Discussion Group

PLACE: L.D.S. Business College, Room 11

SPEAKER: Robert Ruegg, Underwood Corporation, New York City

SUBJECT: Planning Your Office Practice Program

Teacher Training Discussion Group

PLACE: Room 12

SPEAKER: E. C. McGill, Kansas State Teachers College, Emporia; and Past President of UBEA

SUBJECT: Challenges From Business That Business Teachers Must Meet

General Business Discussion Group

PLACE: Room 20

SPEAKER: Joseph DeBrum, San Francisco State College, San Francisco, California

SUBJECT: General Business—It's Everybody's Business

10:15 a.m. Convention Fellowship

PLACE: Room 30

10:30 a.m. General Session

PLACE: Barratt Hall

SPEAKERS: Madeline Strony, Gregg Publishing Division, McGraw-Hill Book Company, Inc.

Alan C. Lloyd, Editor, Gregg Publishing Division, McGraw-Hill Book Company, Inc.

SUBJECT: Frankenstein's Girl, Unchaperoned (An intermittent duet)

12:30 p.m. Convention Luncheon

PLACE: Panorama Room, Union Building, University of Utah

PRESIDING: Mary Alice Wittenburg, Los Angeles City Schools, and Vice President of WBEA

CHAIRMAN: Allien R. Russon, University of Utah, Salt Lake City

SPEAKERS: Theodore Yerian, Oregon State College, Corvallis, and President of UBEA

Hollis Guy, Executive Director of UBEA, Washington, D. C.

SUBJECT: Your P.Q. Is Showing

2:15 p.m. Convention Tour

PLACES: Industrial and Business Firms

WBEA OFFICERS

President, Jesse R. Black

Brigham Young University, Provo, Utah

Vice President, Mary Alice Wittenburg

Los Angeles City Schools, Los Angeles, California

Secretary, Helen Lundstrom

Utah State Agricultural College, Logan, Utah

Treasurer, Don B. Sayre

Multnomah College, Portland, Oregon

UBEA COUNCIL MEMBERS

Albert C. Fries

Chico State College, Chico, California

S. Joseph DeBrum

San Francisco State College, San Francisco, California

Verner L. Dotson

Seattle City Schools, Seattle, Washington

UBEA-WBEA STATE CHAIRMEN

Arizona—Mary Calloway, Arizona State College, Tempe

California—Velma Olson, Valley Junior College, Van Nuys

Hawaii—Harriet Nakamoto, University of Hawaii, Honolulu

Montana—Robert Langenbach, Montana State University, Missoula

Nevada—Kathleen Griffin, Reno High School, Reno

Oregon—Elva Martin, Oswego High School, Oswego

Utah—Helen Lundstrom, Utah State Agricultural College, Logan

Washington—Eugene J. Kosy, Central Washington College of Education, Ellensburg

Typewriting

(Continued from page 26)

Usually, however, a few experiences with uniform line length will assure the typist that adequate centering can be accomplished through its use. The typist lengthens or contracts the space between the date and the inside address (depending upon the length of the letter) to center the correspondence.

The uniform line length contributes to general overall efficiency in letter writing. The typist sets his margins but once for all letters.

Abbreviated stationery is disappearing. The trend was to use one uniform paper length for short, medium, and long letters. Short pieces of stationery become lost in the files. It is also more cumbersome to handle carbon copies with short pieces of stationery. In the samples of letters received, a uniform stationery size prevailed regardless of whether the message was 40 words in length or 240 words in length.

Colored stationery, except in duplicated pieces, is disappearing. In the early 1940's it was not unusual to receive correspondence from certain types of business concerns using stationery of light green, light brown, or almost any pastel color. Colored stationery, however, rarely appeared in the current sampling of 10,000 letters. If duplicated material was enclosed with the letter, it was generally on colored paper with colored print or both.

Colored type is becoming more and more obsolete. Currently black and white seems to be the most preferred style in all correspondence—and overwhelmingly so. The disappearance of colored type is in line with the gradual disappearance of colored stationery. Colored type, if it appeared in business correspondence, was generally used on some form of colored stationery.

The semi-block style is the most prevalent letter style. Some form of the semi-block style appeared in over 55 per cent of all letters received in this survey. Although there were practically as many semi-block styles as the number of people writing them, there was a general trend toward blocking the address and indenting the complimentary close and all information associated with the complimentary close. Many, many different letter styles appeared, however, in the 10,000 letters received. Because of the variance of letter styles, it becomes necessary to acquaint our students with the multi-varied forms of styling. A greater portion of our practice, however, should be spent with the most frequently used letter styles.

A presentation of the information obtained from this survey may provide greater adaptability on the part of our typewriting and transcription students.

John Robert Gregg Award Committee

Albert C. Fries, Chairman, Division of Business, Chico State College, Chico, California, has been elected chairman of the John Robert Gregg Award Administrative Committee for 1957. The announcement was made recently by Bernard A. Shilt, chairman of the 1956 Committee.

Other members of the Administrative Committee are: Jay Miller, Goldey Beacom School of Business, Wilmington, Delaware; Vernon Payne, North Texas State College, Denton; Margaret Ely, Carnegie Institute of Technology, Pittsburgh, Pennsylvania; Leslie J. Whale, Board of Education, Detroit, Michigan; and John A. Beaumont, Board of Vocational Education, Springfield, Illinois.

Nominations for the 1957 award are now being received, according to the new chairman. The John Robert Gregg Award was established in 1953 "in order to stimulate, encourage, and reward outstanding contributions to the advancement of business education." Nominations may be made by any individual interested or engaged in business education. The recipient of the award is chosen on the basis of outstanding contributions to business education.

"All business teachers, administrators, and friends of business education are encouraged to submit nominations for the award," Dr. Fries said. Those who wish to make nominations should write to Dr. Albert C. Fries, Chico State College, Chico, California, for an official nomination blank. Recipients are selected by an independent Board of Selection comprised of six business educators. The final date on which nominations for the 1957 award may be received for consideration by the Committee is July 31, 1957.

NBE Tests

DO YOUR STUDENTS POSSESS

National Business Entrance Certificates of Proficiency?

They should! Companies recognize the Certificate as attesting to the holder's skill-ability for successfully handling beginner duties in one or more areas of office work: Typewriting, Stenography, Machine Calculation, Bookkeeping and Accounting, and General Clerical.

The Certificate will help your graduates to obtain office employment.

YOU can make this possible now.
How? Write for descriptive literature today.

Address inquiries to

United Business Education Association
1201 16th St., N. W., Washington 6, D. C.

What Is the Structure of FBLA?

Future Business Leaders of America, the national organization for students in business education, is designed for young adults in high school and college. The membership is of three types — active, associate, and collegiate.

FBLA's plan of organization includes local chapters, state chapters, and the national organization with headquarters at the Washington office of the sponsoring organization, the United Business Education Association (a Department of the NEA).

The Local Chapter. Local chapters of FBLA are organized in accordance with the guiding principles of the national organization. The chapter may function as a single unit or it may be composed of separate clubs for different groups of business students. Any student who is enrolled in one or more business subjects (secretarial, retailing, accounting, and others) irrespective of whether such education is federally reimbursed, may become a member of the local chapter by meeting the requirements outlined in the constitution and bylaws. Upon receiving a charter from the national organization, the officers, working committees, and sponsor(s) of local chapters are dedicated to the performance of a series of approved activities.

The State Chapter. The state chapter consists of the local FBLA chapters within the state. Two delegates representing each local chapter meet at least once a year to transact the business of the state chapter, review the work of the organization, and conduct the state convention. State chapters of FBLA are functioning in more than one-half of the states.

Among the services the state chapter provides to the local chapters are:

1. Performs liaison functions on the state level with other youth organizations and with adult organizations
2. Renders advice and assistance to schools wishing to organize FBLA chapters
3. Gives assistance in the installation of new chapters
4. Arranges for exchange of ideas on the state level through conventions, district meetings, and newsletters for the successful operation of chapters
5. Provides for competitive activities on the district and state levels
6. Provides leadership experience for many persons through responsibility of officer and committee assignments on both the district and state levels
7. Selects the contestants to compete on the national level in contests approved by the national FBLA organization and by the Contest Committee of the National Association of Secondary-School Principals
8. Issues a state bulletin or newsletter to local officers or to the entire membership
9. Under the guidance of the FBLA State Committee, cooperates with an institution of higher learning or a state department of education, approved by the National Board of Trustees, in planning and holding the annual state convention.

The National Organization. The national FBLA organization has a president and five vice presidents, a secretary, and a treasurer. The United States has been divided into five geo-

graphical regions with a vice president to represent each region. These eight student officers, elected at the annual national FBLA convention, together with the immediate past-president, the five regional advisers named by the sponsoring organization, the national adviser, and the UBEA executive director constitute the Board of Trustees of the National FBLA Organization. The National Headquarters Office of FBLA is located at the headquarters of the sponsoring organization, the United Business Education Association, NEA Educational Center, Washington, D. C.

Among the services provided to local and state chapters by the headquarters office of FBLA are:

1. Issues a national publication, FBLA FORUM, for individual members in each local FBLA chapter
2. Supplies a national membership card with appropriate seal for each member
3. Acts as custodian of the organization's emblem and is responsible for the distribution of official emblem pins, keys, and other official organizational insignia materials available to the chapters and membership
4. Provides a headquarters office and a staff for the purpose of promoting FBLA, rendering administrative service to local and state chapters, and to individual members concerning those phases of activities which are delegated to it by the sponsoring body — chapter administration, programs, recordkeeping, promotion, and continuing service
5. Prepares and mails bulletins to state and local chapters
6. Issues charters to new chapters upon approval by state chapters
7. Investigates, approves and issues charters to state chapters
8. Cooperates with the FBLA State Committees and institutions of higher learning in the various states and territories in the general promotion of the FBLA organization
9. Performs liaison functions on the national level with other youth organizations, adult professional and business organizations, and governmental agencies
10. Assumes responsibility, as possible, for activities usually performed by state chapters in those states in which state chapters are not yet organized
11. In cooperation with the state chapters, renders advice and assistance to groups wishing to organize local FBLA chapters, and gives assistance in the installation of local and state chapters
12. Provides for contests and the exchange of ideas on the national level through the successful operation of a national convention.

The opportunities for school-community services through the local chapter of FBLA are unlimited. Businessmen approve of the organization; school administrators find that FBLA, when properly guided, provides an avenue for good relations with leaders in office and store occupations; and sponsors testify that FBLA projects motivate classroom activities. No school where business subjects are offered can afford to be without a chapter of the Future Business Leaders of America.

ANNOUNCING

GT4C..... JUST PUBLISHED!

GREGG TYPEWRITING FOR COLLEGES

By Lloyd, Rowe, and Winger

New, complete typewriting textbook-package for post-high school classes. Three distinctive texts, three correlated workbooks, complete solutions manual, com-

prehensive teacher's guide, instructional tapes, and demonstration filmstrips.

Write your nearest Gregg office!

GREGG PUBLISHING DIVISION

McGraw-Hill Book Company, Inc.

New York 36: 330 West 42nd St.

Chicago 30: 4655 Chase Ave.

San Francisco 4: 68 Post St.

Dallas 2: 501 Elm St.

Toronto 4: 253 Spadina Rd.

London E. C. 4: 95 Farringdon St.

Bookkeeping

(Continued from page 27)

QUESTION. Does this balance check with your net profit on the work sheet?

DIRECTIONS. At the end of any fiscal period, the proprietor wants the profit or loss transferred to his own personal account. On your ledger sheet below your profit and loss summary account, open a new account called "A. B. Proprietor, Drawing." This account shows the profit on the credit side or the loss on the debit side.

QUESTION. We will now close the profit and loss summary account into the drawing account. To balance the profit and loss summary account so it may be closed, what amount of money will have to appear on the debit side of the account?

DIRECTIONS. On your sheet of journal paper, we will now make a third closing entry to close the summary account into the drawing:

Date—Last day of fiscal period

Debit—Profit and Loss Summary

Credit—A. B. Proprietor, Drawing.

Following this presentation of the whole picture of closing entries, the members of the class would participate in a rapid "question and answer" discussion of what to debit and what to credit in the three entries and questions as to the purpose and form for the three entries. This question-answer period would be a development of the psychological part method of approaching a new situation.

At the close of the question period, the students would be given a new problem involving the three entries, thus they would see the situation as a whole again.

By guiding the students to utilize their work sheets in an intelligent manner, the method of making closing entries will be made clear. When students utilize their work sheets, they will have a better understanding of other procedures which are used at the end of the fiscal period.

NEA Protests Rulings

In July, the Treasury Department issued a set of rules which had been proposed to govern the deductibility of expenses incurred for education required by a profession or business. Since the proposed rulings are in direct conflict with the interests of teachers who undertake additional study for the purpose of increasing their professional competencies, the National Education Association has taken a stand against their passage.

Through its opposition to this measure, the NEA has succeeded in clarifying the type of educational expenses incurred by teachers and in pinpointing the reasons why they should be deductible on federal income tax returns as an ordinary and necessary business expense. Although the outcome of the efforts of the NEA will not be known for several months, it is hoped that revised regulations will be released before April 15, when income tax returns for 1956 are due.

These business skills go hand in hand



Hunt and peck adding machine operation is as out of date and unacceptable in today's business as it is in typewriting. Ten-key touch operation has become the accepted business standard and the need for school training on these machines is constantly growing.

As was true in early typewriter instruction, Remington Rand is also the leader in touch method

adding machine operation teaching techniques and has developed a *ten lesson course for teachers* that contains all the necessary materials including instructor's guide, exercise sets, students' handbooks, wall charts, certificates of proficiency, etc.

Write to Remington Rand, Room 1223, 315 Fourth Avenue, New York 10 and ask for your copy of A1047.

Remington Rand

DIVISION OF SPERRY RAND CORPORATION



Students catch on quicker

...when you use the Royal Electric "Touch Control" for teaching!

It seems like the word is getting around! Teachers from all parts of the country are asking for and getting new Royal Typewriters. They're excited about Royal's exclusive adjustable "Touch Control"!®

They tell us it makes teaching so much easier. Simplifies a student's switch from the "firm" action of a manual typewriter to the powered light action of an electric. *It actually saves many hours of classroom time.*

You simply turn a dial on a Royal and you "firm up" the touch. Then as the student adjusts you gradually back it off to light again.

And that's only one of a whole host of valu-

able teaching aids on the new Royals. You should really see them all.

Why not call in your Royal Representative? Let him show you right in your own classroom just how this new Electric typewriter can save you many hours of teaching time.

ROYAL® *electric*

standard · portable · Roytype® business supplies

World's Largest Manufacturer of Typewriters—
Royal Typewriter Co., Division of Royal McBee Corp.

